

Spring 2018

SAT[®] SCHOOL DAY

Accommodated Testing Manual

Look inside for:



ACCOMMODATED TESTING
ROOM PROCEDURES



ACCOMMODATED TEST
DAY SCRIPTS



SECURITY REQUIREMENTS

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

Contact Information for Supervisors

Connecticut State Department of Education (CSDE)

ON TEST DAY:

- For questions about Connecticut SAT School Day policies and test irregularities, please contact Michelle Rosado at 860-713-6748 or michelle.rosado@ct.gov
- For questions regarding accommodations for special education, 504, or EL students, please contact Joe Amenta at 860-713-6855 or joseph.amenta@ct.gov
- For media inquiries, please contact Peter Yazbak at 860-713-6528 or peter.yazbak@ct.gov
- Any other concerns should be directed to: Student Assessment Office at 860-713-6860 or ctstudentassessment@ct.gov

The College Board

BEFORE TEST DAY:

For questions regarding requesting additional test materials, returning test materials, and other areas as referenced in this manual, contact:

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

- General SAT School Day questions and policies, press 1
- Test material questions or issues, press 2
- Services for Student with Disabilities (SSD) questions about testing with accommodations, press 3
- Security issues to report to the office of testing integrity (OTI) or other test administration questions, press 4

EMAIL: satschoolday@collegeboard.org

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Introduction

As the Connecticut SAT School Day associate supervisor, you play an important role in ensuring the successful administration of the SAT, a key milestone on the path to college for many students. Taking the SAT during the school day in a familiar, easily accessible environment allows students to improve college and career readiness. It also means that more students can participate in programs that support college access.

Using This Manual

This manual is for associate supervisors' use in the accommodated testing room for the state-provided SAT School Day testing only (not Saturday or Sunday testing) in spring 2018. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with **tasks** (what you need to do), followed by **key information** (what you need to know) related to those tasks. For example, **tasks** related to room set up are followed by **key information** about seating requirements.

You'll also find a list of **key terms** later in this introductory section.

Before the Test

Before the test you'll need to complete the training, and you'll need to prepare your room and materials. Completing the tasks in this section prepares you for testing.

During the Test

During the test you'll administer the test by reading aloud the scripts exactly as they appear in this manual. Scripts appear in tinted areas; all other text is for your information and not to be read aloud.

After the Test

After the test you'll have a few things to do to wrap up the administration, such as accounting for all materials and returning them to the supervisor. Completing the tasks in this section ensures that students receive their scores.

Appendix Resources

The following resources are provided in the Appendix of this manual:

- Overview of Accommodated Timing and Breaks
- Standard SAT Section Timing Chart—Nonstandard Administration

- Standard SAT Section Timing Chart—with Extra Breaks
- 50% Extended Time SAT Section Timing Chart—One- or Two-Day Testing
- 100% Extended Time SAT Section Timing Chart
- MP3 Audio Format SAT Section Timing Chart
- Sample Nonstandard Administration Report (NAR)
- Sample Nonstandard Test Day Schedule
- Acceptable Calculators
- Photo ID Requirements (for testing students from outside your school)
- Sample Seating Plans
- School Day Irregularity Chart
- Sample Supervisor's Irregularity Report (SIR)
- Testing Room Materials Report Form

Typographical Icons

Typographical icons are used throughout the manual to draw your attention to specific information and action items:



Contact by phone



Procedures or information for providing accommodations to students with disabilities



Security requirement

New for Spring 2018

Important Changes

The College Board has made a number of improvements for this school year. Some of the changes that affect you are:

1. The Nonstandard Administration Report (NAR), which your SSD coordinator pulls from SSD Online, includes all students testing with accommodations. Listed students are grouped together by students who can test on the primary test day and students who can test over a two-day accommodated window. Student information also includes the materials to use, group type (for room assignment), and appropriate testing script(s).
2. Students approved to test with certain accommodations will no longer test using pink test books. See the the Nonstandard Administration Report (NAR) to determine which students will test with what book and which script applies to their testing.

3. The answer sheets have changed:
 - a. Students will now complete their four free score sends on the answer sheet. The answer sheet also includes an optional questionnaire that Connecticut students will not complete.
 - b. The answer sheet also includes a testing room code field. Your supervisor may assign a three-digit code to your testing room to allow more timely identification of answer sheets related to any reported irregularities.
4. Admission tickets are no longer issued, making your test administration easier and more manageable.
5. Your school may be providing printed support aids, such as translated directions or word-for-word glossaries, for English learners (EL students). Your supervisor will give these materials to you if the students testing in your room need them.

Testing Basics

About the SAT

The SAT is part of a closely aligned suite of assessments that reflects what students are already learning in their classrooms and helps educators monitor student progress.

The SAT focuses on the skills and knowledge that current research indicates are essential for career and college success.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

As the associate supervisor, you are responsible for conducting a secure, valid administration. You are accountable for everyone in the testing room and everything that takes place there. You will account for all testing materials, conduct the testing, appropriately document irregularities, and monitor students to ensure a fair administration.

If you also serve as the SSD coordinator for your school, you will have other responsibilities as well. The SSD coordinator works with students to apply for College Board–approved accommodations through the SSD online portal. In addition, the SSD coordinator accesses and prints the NAR and assists the SAT School Day supervisor in determining testing rooms and staff needed for administering the test with accommodations. All

testing materials, including nonstandard materials for use during the accommodated testing window, are shipped to the supervisor; however, the SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring.

Test Sections and Timing

Everyone testing on the primary test date will need to begin testing at the same time. Use the sample schedule in the Appendix to aid in planning.

The SAT is composed of several tests that follow the same order in every test book.

Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

TIME ALLOTTED:

- 65 minutes for Reading
- 35 minutes for Writing and Language

Math: Includes two portions: one that permits calculator use and one that does not. Each portion is composed of multiple-choice and student-produced response questions.

TIME ALLOTTED:

- 25 minutes for Math Test – No Calculator
- 55 minutes for Math Test – Calculator

Accommodated Testing Overview

The College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on tests, such as braille, large-print tests, and extended time. Using the College Board’s SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, students remain approved for College Board accommodations until one year after high school graduation. See “Preparing for Testing with Accommodations” for more information.

Terminology

Key Terms

The following terms are used frequently in this manual.

Accommodated testing window: Designated period beginning on the primary test date during which students with certain accommodations are eligible to test.

Associate supervisor: Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

College Board approved accommodation: A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

EL: English learner.

ETS: Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.

Hall proctor: Person responsible for monitoring the hallways during testing.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score or a required makeup. Refer to the Irregularity Chart in the Appendix for more information.

Litho code: Eight-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

Master Student List: The list of test takers developed by the test supervisor for a test administration at a particular test center or school.

Nonstandard Administration Report (NAR): A list of students approved for accommodations who are taking a specific test. Generated in SSD Online, it includes detailed information about the accommodations the students are approved for.

Pre-ID label: Label provided for students included in the bulk registration (preidentification) file submitted by your state. The pre-ID label is applied to the answer sheet before the test.

Room proctor: Person responsible for assisting the associate supervisor with monitoring students in the testing room.

Room roster: The list of students assigned to a particular testing room.

Services for Students with Disabilities (SSD) Office: College Board department that supports accommodation requests and accommodated testing.

SSD coordinator: School staff member who works with students to apply for accommodations through the SSD Online portal, accesses and prints the NAR for the supervisor, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

State-allowed accommodation (SAA): EL extended time support provided for the Connecticut SAT School Day.

Supervisor's Irregularity Report (SIR): Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Test supervisor: The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

SAT Test Materials

The supervisor will provide all the necessary materials needed on test day for your room.

Test Books

The test books for students who are required to test on the primary test date have covers with purple accents. They display the test name along with important notes for the student.

Students testing with accommodations may use standard purple test books or accommodated materials that are blue or lime green, depending on their approved accommodations. See a copy of the NAR for more information.

Rosters

Each associate supervisor will receive a roster for their room from the supervisor. This roster will be used to confirm who should be in your testing room and record any absences. The information from the room roster will be used by the supervisor to plan for any students that require a makeup administration.

Forms and Reporting

You need to be familiar with the reports and forms used in the testing room.

Testing Room Materials Report Form (Required)

The Testing Room Materials Report form is provided on the back cover of this manual.

- The supervisor uses the Testing Room Materials Report form to indicate testing room information, including the associate supervisor assigned to the room, the optional testing room code, and the test materials issued to the associate supervisor.

- Inside the testing room, the associate supervisor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.
- As indicated in the scripts, the associate supervisor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of each multiple-choice test book distributed to each seat in the room.
- If possible, staff should include the last name of each student. If any issues arise, the chart will be used in investigating the reported irregularity.

SAT School Day Supervisor's Irregularity Report (SIR)

You will receive at least one blank SIR to use in the event an irregularity occurs during School Day testing. The testing staff performs a critical role in reporting any and all irregularities and affected students.

Without information, we can't resolve issues that arise. All SIRs submitted are thoroughly reviewed. Refer to the irregularity chart in the Appendix in this manual for instruction on when to fill out an SIR.

Request to Cancel Test Scores Form

Students use this form to request score cancellation. Direct students to fill out the form with exactly the

same information that's given on their answer sheets or pre-ID label.

Students must sign and date the form, then submit it in one of the following ways:

- Hand the form to the testing staff before leaving on the day of the test.
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth business day following the date testing ends.
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

In cases of equipment failure or illness, the associate supervisor must sign the form for students who decide to cancel their scores using the SAT School Day Request to Cancel Scores form. **Fill out an SIR in these cases.** Students will be eligible for a makeup administration. An SIR is not necessary for other cancellation situations.

Inform students that their scores will still be provided to the state and will be accessible to your school, but will not be sent by the College Board to their chosen colleges or scholarship organizations.

Before Test Day

Prepare Yourself

TASKS

- Participate in training if you haven't already.
- Read this entire manual.
- Uniform testing conditions depend on your reading the scripts exactly as written in this manual. Take time to study the scripts and timing before test day.
- Meet with your test supervisor to ensure you have plans in place for testing students with accommodations.
- Sign the Testing Staff Agreement.
- Conduct a preadministration session at your supervisor's direction.

Prepare to Serve as SSD Coordinator

If you are the SSD coordinator for your school, you will have some additional tasks to complete to ensure that students who need accommodations can test successfully.

Review Approved Students

- Identify students who will be testing this year and confirm accommodations.
- Use the dashboard to lookup students, or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.
- For students with previously approved accommodations, verify:
 - ◆ The accommodations approved match the student's current identified IEP/504 accommodation needs.
 - ◆ The student's name, birth date, and graduation date are correct.
 - ◆ The student is receiving the testing accommodation on school and district assessments.
- For any students no longer at your school, notate the information on the eligibility roster. Fax the roster to (866) 360-0114 to have students removed from your dashboard and reports.

Request Accommodations

All accommodations must be approved by the College Board. Some accommodations will be automatically approved upon submission of request, while others will require documentation. Approvals that require documentation review may take up to seven weeks to process from the date we receive all documentation.

- A school staff person must be identified in the system as the SSD coordinator. For detailed instructions on how to get access, see collegeboard.org/ssdonline. The school must have an SSD Coordinator Form on file with us for the SSD coordinator to submit online SSD requests and view student information.
- The SSD coordinator is responsible for submitting accommodation requests through SSD Online.

Work with Supervisor

The SSD coordinator will need to supply the supervisor with:

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but who doesn't appear on the NAR can be selected through SSD Online.
- Notification when they are alerted by email of the College Board decision for an accommodations request to update the Master Student List.
- A list of needed personal assistants for staffing purposes.
- Help with setting up any computers for USB formats.
- Assistance with planning for rooms and materials.

Download and Verify the NAR

You will need to supply the supervisor with the NAR regularly in the weeks leading up to the test administration. An updated NAR can be accessed through SSD Online and will be available approximately 4 weeks prior to the primary test day.

Preparing for Testing with Accommodations

Review the tasks and key information that apply to the accommodations you are providing in your room.

The College Board requires preapproval for all accommodations. Providing accommodations without

authorization may result in the student's scores being canceled. To help ensure that the students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations.
- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).

Students who are approved for accommodations will fall into these groups, as indicated on the NAR:

- Those who will use standard (purple) testing materials and must test on the primary School Day test date, and
- Those who will use accommodated (blue) testing materials and may test on any day during the accommodated testing window.
- Those who will use testing materials for SAAs (lime green) may test on any day during the accommodated testing window.

Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation. Students approved to test with accommodations cannot elect to test without those accommodations unless they present a written statement signed by a parent/guardian or by the student if over 18 years of age.

TASKS

Prepare to Use the Scripts

Your supervisor will provide a copy of the NAR with the students assigned to your room and their accommodations. A day or two before test day, review the list and make sure all of the students in your room are taking the same test with the same timing. There are five test scripts for the SAT based on the type of accommodation(s) a student is approved for. The first three scripts may be used with either the standard (purple) materials on the primary test day or with specific accommodated (blue) materials during the testing window. The second two scripts are used with the specific accommodated (blue or lime green) materials during the accommodated testing window. Take time to study the section "Using the Scripts" under "During the Test" to make sure you are ready to use the correct scripts for the students assigned to your room.

Review the chart "Overview of Accommodated Timing and Breaks" in the Appendix, and map out any shifts from one script to another that might be needed in your room.

These are the scripts:

- Script 1: Standard Time for Accommodated Students
- Script 2: Standard Time with Extra Breaks
- Script 3: 50% Extended Time for One-Day Testing
- Script 4: 100% Extended Time
- Script 5: Not used for Connecticut SAT School Day testing
- Script 6: MP3 Audio Format

Plan for Computer Usage

If you are testing students with any of the following accommodations, your school must provide a computer for the student:

- MP3 audio format
- ATC format
- An electronic braille writer must be connected to a monitor so that the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.

Make sure necessary computers are provided in your room and that they are not connected to the internet.

- For students using MP3 audio or ATC format, make sure the computers have USB ports.
- Test the equipment before test day and ensure that important precautions for electronic equipment are followed. See "Prepare Your Room for Test Day" later in this section for related tasks and information.

Plan for Personal Assistants and Aids

Students may be approved for accommodations such as a reader to dictate test questions, or a computer, braille device, or scribe to record responses. You will be provided additional materials (for example, a Reader's Script) for personal assistants. Be ready to distribute these materials to the assistants when you distribute other test materials during the test administration.

If you are testing students who need the following accommodations, plan ahead to provide them.

- Students assisted by a reader or a scribe:
 - ♦ Will test with at least 50% extended time (or more, depending on their accommodations).
- Students who are deaf or hearing-impaired may:
 - ♦ Have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions to the student, not of test content.

- ◆ Be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.
- Students may use the *Guide to the Nemeth Code* if they are taking the braille format of the SAT.

When students are approved for these accommodations, the SSD office will contact your supervisor, so that you are prepared.

KEY INFORMATION

Types of Accommodations and Materials

We offer extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these formats follows.

The information here will help you plan for administering the test to students using these formats.

Timing and Breaks

Some of your students may be approved for accommodations that require different timing and/or breaks for one or more sections on the test.

- There are different types of breaks a student can be approved for. See “Testing in the Accommodated Room” for more information.
- Students will get extended time only for the subject area(s) they’re approved for (e.g., math only).
Exception: Students approved for extended time for reading will receive extended time for the entire test.
- You may need to use combinations of scripts for some students. See the “Overview of Accommodated Timing and Breaks” chart in the Appendix for detailed information about which scripts to use for various accommodations.

Accommodated Testing on One Day

The first three scripts in this manual can be used for all types of one-day testing.

- Script 1: Standard Time with Accommodations.
- Script 2: Standard Time with Extra Breaks.
- Script 3: 50% Extended Time for One-Day Testing.

Accommodated Testing During the Window

Accommodated testing begins on the primary test date and, if two days are required, concludes on the following day. Testing encompasses combinations of accommodations, and may involve using the following

scripts or combinations of any of the scripts in the manual:

- Script 4: 100% Extended Time. This script covers
 - ◆ One-day testing for math only 100% extended time
 - ◆ Two-day testing for reading 100% extended time

IMPORTANT: *Students using the ATC format test must receive 100% extended time for Section 2. All other sections should be timed based on the student’s approved accommodations.*

- Script 5: Not included for Connecticut SAT School Day testing.
- Script 6: MP3 Audio Format Script. This script covers
 - ◆ Two-day testing of students using the MP3 audio format, including 100% extended time, plus an additional 45 minutes for Section 2 of the test.

Two-Day Testing

All students testing over two days should complete their testing on the next consecutive day. If a student is absent on the second day, a makeup test must be ordered for them. Testing on the first day will likely end with Section 3. The associate supervisor will return the materials to the supervisor for secure overnight storage. Students will complete the test on the second day.

Large Print

Students who test with large print (14 point, 20 point, or larger font) test with standard time and breaks unless approved for other accommodations. Students may use large-block answer sheets.

Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) and English Braille, American Edition (EBAE), both with Nemeth Code for math. Your supervisor will distribute the proper format to you for each student’s use on test day.
- To supplement each braille test, a regular-type test book is included for your use as a reference. A reader’s script will also be sent in case the student asks to have a question read.
- Provide each student with a copy of the *Guide to the Nemeth Code* and a braille math reference book.

Braille Graphs and Figures

- Some students who don’t read braille may be approved to use the accommodation of braille graphs and figures (along with a reader or MP3

audio test). Labels and numbers given with braille figures can be found in corresponding locations in both the regular-type and large-type tests.

- The *Guide to the Nemeth Code* lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test, or using the supplemental book of braille math graphs and figures, may refer to it during the test. The *Braille Reference Information* contains math reference material required for the braille test.

Check and Test Computer Files

If you are testing students who are approved for an accommodation that requires a computer, you need to make sure the computer(s) are ready for test day.

Software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board.

Make sure that computers are not connected to the internet or to any network (disable all LAN or Ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).

TASKS

Braille Writers

Manual braille writers (for example, Perkins Brailler) may be used for all test sections, but unless otherwise approved, electronic braille writers/notetakers (for example, Braille Note) may only be used for math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a monitor so that the proctor can see what the student is typing. In addition, a student can't use a personal computer or a computer belonging to their family as a braille writer.


USB Flash Drives

The MP3 audio and ATC test formats are delivered on USB flash drives. To use either format, a student must have a computer with a USB port. Chromebook, Mac, and Windows formats are supported. Since a USB port is required, a tablet may not be used to take the test.

- Prior to test day, check each USB drive to ensure its functionality.
- Ensure each student's computer is powered on and the USB flash drive inserted.
- Disconnect the computer from any networks and from the internet.

- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software.
- Read the setup instructions given here for these devices thoroughly so that they are ready for use on test day.
- After ensuring the devices function properly, remove and securely store each USB file in its original packaging for use on test day.

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. From time to time, a license may fail on specific machines or USB ports. If you experience error messages referring to media authorization or unlocking of media and/or licenses, follow the instructions under "Troubleshooting for USB Formats" later in this section.

 If you have any questions or would like support in walking through this process, please contact SSD.

Set up Computers for MP3 Audio Users

The USB flash drive contains read-only files and a built-in player to deliver the test content.

1. Print the student's last name, first name, and middle initial on the back of the MP3 package, and on the back cover of the accompanying regular- or large-type test book.
2. Remove each flash drive from its packaging.
3. Insert the USB flash drive into a USB port.

Set up PCs or Macs

- Open the USB drive:
 - ◆ On both PCs and Macs, find the icon in the lower left of your screen.
 - ◆ On a Mac, click on the icon to open "Finder."

You should see a description of the USB as a drive in the pop-up list.

- On a PC, right click on the icon and select "File Manager" or "File/Windows Explorer." The USB drive will appear in the list labeled "This PC" or "Computer."
- Double click the name of the USB drive.
- Start the software: Double click the software application icon, which is labeled "Start" (".exe" on PC or ".app" on Mac).
 - ◆ A media player named "Flux Player" will launch.
 - ◆ When you launch the application, a table of contents will display the sections of the test.

Set up Chromebooks

Start the software: Click the Launcher, the icon on the far left of the taskbar.

- Select "Files," which will bring up another taskbar.

- Find the USB drive in the task list and click it to display a list of file folders on the drive.
- Open the folder called “Chrome_Version” to access the test sections.

Set Up Computers for ATC Users

The ATC format has been tested with ZoomText® (with and without reader), JAWS®, NVDA®, on both a PC and a MacBook laptop. If you have a student who is using other assistive technology, encourage them to try a practice test as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the SAT.

1. Print the student’s last name, first name, and middle initial on the back of the ATC package.
2. Remove each USB flash drive from its packaging.
3. Insert the USB flash drive into a USB port on a computer that has Microsoft Word and the student’s usual assistive software installed (JAWS or ZoomText for example).
4. You will be asked to enter a password. Enter the password that is on the label in the package containing the flash drive. Do not share the password with the student.

The ATC format is composed of six Microsoft® Word files that have been created to work with students’ assistive technology for screen magnification or screen readers.

KEY INFORMATION

Troubleshooting for USB Formats

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the USB, first try changing to a different computer. If you still encounter a problem, follow these steps:

- From within the Flux Player, select the “Help” drop-down menu.
- Click “Contact support.”
- In the describe your issue box, type “Failed to apply license file” or any other message that describes the problem.
- Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
- Check the box for “I agree to collect support related information about this computer” (this step identifies which license you need).
- Click “Send.”

Technical support will review the request and respond with specific instructions.

If technical difficulties are encountered during the test, the associate supervisor should pause the test timing and instruct the student to step away from the computer. Once they have resolved the issue, they can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD Office.

Prepare Your Room for Test Day

Your supervisor will provide you with information to post on the board for test day. Prior to test day, the supervisor selected rooms that met College Board testing room and seating requirements. As the associate supervisor, you should review the requirements under “Key Information” to make sure your room and seating arrangements still meets them on test day.

TASKS

Prepare to Collect Student Belongings

Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

KEY INFORMATION

Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill the following requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
 - ◆ A working clock, visible to students
 - ◆ Proper lighting
 - ◆ Proper ventilation
 - ◆ Proper seating, with an adequate writing surface, that enables students to be seated 4 feet apart (measured from the center of the table), facing the same direction (see “Seating Requirements”)
 - ◆ No materials related to test content on display (these can be removed or covered)

Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.

- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart (measured from the center of the table) and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns. If using a homeroom as a testing room, make sure students are seated at random.

IMPORTANT: Students may not select their own seats.

Prepare Your Students

Your supervisor should ensure that all students receive a copy of the *SAT School Day Student Guide* to help them learn about and prepare for the test. In addition, students will be advised about how to mark their answers and what to bring on test day. Accommodated students may need additional information, depending on their approved accommodations.

- Tell students testing with MP3 audio format:
 - ◆ To bring earphones for taking the test.
 - ◆ That they will test over two days.
 - ◆ To practice using the software with the practice tests provided in your test shipment or by going online to sat.org/practice.
- Tell students using the ATC format to bring earphones if they are using text-to-speech software.
- Tell students with College Board approval to use a calculator on the Math Test – No Calculator portion of the SAT to bring a separate four-function calculator for this purpose. (Percentage and square-root functions are permitted).
- Tell students who are testing in the accommodated testing window when and where to report for testing.

Prepare Your Preadministration Session

TASKS

Your supervisor will provide these materials for your session:

- *Student Answer Sheet Instructions*, a copy for each student
- Answer sheets affixed with students' pre-ID labels
- Large-block answer sheets (if applicable) affixed with students' pre-ID labels
- Extra blank answer sheets for any students without pre-ID labels
- A list of students with the type of answer sheet needed (large-block or standard)

IMPORTANT: Even when a pre-ID label is affixed, students must still bubble in their information on their own answer sheets. When distributing answer sheets, make sure to correctly match any answer sheet having a Pre-ID label to the correct student.

Conduct the Preadministration Session

There are two parts to the preadministration session: completing student information, and taking advantage of the free score sends by providing up to four colleges or scholarship programs. Connecticut students will not complete the optional questionnaire.

TASKS

- Before starting the session, post any information the students will need, such as the six-digit school (AI) code, school name, city, and state.
- Students will need their state-assigned student ID (SASID) numbers. Work with your supervisor to make sure you have these numbers available for the session.
- Give each student the correct answer sheet and a copy of the *Student Answer Sheet Instructions*. A large print version of the *Student Answer Sheet Instructions* is provided for students with approved accommodations that necessitate large print. Make sure you correctly match any labeled answer sheet to the student whose information is on the label. Give any student who doesn't have a labeled answer sheet a blank answer sheet.
 - ◆ Some students may be using large-block answer sheets. This accommodation will be noted on the NAR.

- Read aloud the scripts in tinted areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the associate supervisors that shouldn't be read aloud appear outside the tinted areas.
 - ◆ Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for their names and other personal information.
 - ◆ Students will bubble all required fields even if they have a label on their answer sheet.
 - ◆ Students should skip boxes 44–48 on the answer sheet because these sections are completed on test day.
 - ◆ If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If any students' labels have an incorrect first, middle, or last name, give them a blank answer sheet and securely destroy the one with the incorrect label. Information included on the pre-ID labels is based on data in PSIS. If errors are identified, please work with your supervisor to contact your District Assessment Coordinator so PSIS can be updated to reflect the correct information.

Preadministration Scripts

Fill in the school code in the script below before beginning.

When students are ready, say:

Today we will complete the identifying information portion of the SAT answer sheet. You'll be able to take advantage of your four free score sends by indicating which colleges or scholarship programs to send your scores to.

If you're using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the box numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles.

To all students, say:

Please check to make sure your correct name appears on the label on your answer sheet. Raise your hand if your name is not correct. *[pause]*

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets for the session.

If the student's first name or last name listed on the label is incorrect, give them a blank answer sheet for the session. If any other information is incorrect, including date of birth or school information, students can use the answer sheet—they'll enter their correct information during the session. Shred or discard securely any answer sheet with an incorrect student name.

For box 1, say:

Begin by filling in your last name, first name, and middle initial, if you have one, in box 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

For boxes 2 and 3, say:

Move on to box 2. Fill in the bubble for "Yes," if you are testing at your school, then print our school's name, city, and state. Look up when you're done. *[pause]*

In box 3, print our six-digit school code _____ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

For box 4, say:

Don't make any marks in box 4, "Optional Code."

For box 5, say:

Fill in all three parts of your date of birth. Any two-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first two digits of the year you were born. Raise your hand if you have any questions. *[pause]*

For boxes 6–11, say:

Skip boxes 6 through 11.

For box 12, say:

In box 12, fill in the bubble for your current grade.

For boxes 13 and 14, say:

Skip boxes 13 and 14.

For box 15, say:

Mark the correct bubble in box 15.

If a student does not identify with either of the sex options provided, they should be instructed to leave this field blank.

Now say:

We're now going to skip ahead to question 23.

For box 23, say:

In box 23 fill in the bubble labeled "Student ID Number," then print and bubble in your state-assigned student ID number, starting with the first column to the left. You can find your student ID number in the upper left corner of the label. If you don't have a label and need your student ID number, please raise your hand. Look up when you're done. [pause]

If a student doesn't know their SASID and you have SASIDs available, provide the number to the student to grid on the answer sheet. If you don't have access to SASIDs, tell the student to leave box 23 blank. Work with the supervisor to complete it on the student's behalf after testing.

When students are ready, say:

Take out the *Student Answer Sheet Instructions* booklet I gave you at the start of this session. [pause]

For box 22, say:

When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as four colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply. If you choose to send your scores to an institution they'll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the "College and Scholarship Codes for Answer Sheet Box 22."

Find the four-digit code for the school or scholarship program you want to send your scores to. College codes are listed alphabetically by state, territory, and country. Scholarship program codes are listed at the end of the list, listed alphabetically nationally, by state or territory, and country.

In box 22, for each place you want to send scores to, copy the four digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you're done. [pause]

When everyone is ready, say:

Do not fill in any other boxes. Close your instructions booklet and place it next to your answer sheet on your desk. Please wait quietly while I collect your materials. Raise your hand if you have any questions.

IMPORTANT: If you are guiding students to complete their answer sheets on test day after testing, return to *Collect Answer Sheets on page 50*.

Complete the Preadministration Session

- After the session, collect an answer sheet and *Student Answer Sheet Instructions* booklet from every student. Notify students that their answer sheets will be returned to them on test day.
- Confirm that students have bubbled their state-assigned student ID accurately in box 23. For any students that left box 23 blank, enter and bubble their SASID on the answer sheet.
- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and *Student Answer Sheet Instructions* as directed by your supervisor and return them to the supervisor for secure storage until test day.

During the Test

Get Started

TASKS

Follow Your Test Day Schedule

To ensure standardization across all School Day testing, please adhere to the prearranged schedule as closely as possible.

Prepare the Testing Room

Be sure to:

- ☐ Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- ☐ Assign seats at random or by prearrangement with the supervisor. Never allow students to select their own seats.
- ☐ Cover or remove any instructive material, such as maps and charts if not done previously.
- ☐ Check the clock to make sure it's working properly.
- ☐ Post this information for students:
 - ◆ Today's date
 - ◆ "SAT"
 - ◆ Six-digit school (AI) code assigned to your school
 - ◆ School name, city, and state
 - ◆ Three-digit Testing Room code (or other room identifier), if applicable
 - ◆ "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."
 - ◆ If provided in your testing room packet (see "Account for Test Materials"), post the "No Electronic Devices" flyer in the room and "Quiet Please" flyer on the outside of your testing room door.
 - ◆ Plan to collect electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

If applicable, post this information for students using MP3 audio format as relevant to the equipment students are using:

- ☐ For PC or Mac, starting and navigating the test:
 - ◆ Test Directions: Double-click or otherwise select to listen to directions

- ◆ Start Section: Double-click or otherwise select Section icon
- ◆ Next Section: Click the black "Stop" square at the bottom of the screen to return to Section Library
- ◆ Change Volume: Click and drag slider bar at the bottom center of the screen

☐ Keyboard navigation:

- ◆ Pause or Play: Ctrl/Command P
- ◆ Back: Ctrl/Command B
- ◆ Forward: Ctrl/Command F

☐ For Chromebook, starting and navigating the test:

- ◆ In the file list, double-click or otherwise select the folder "Test Directions" and then the file itself to hear general usage directions.
- ◆ To select a section, double-click or otherwise select the test section folder (e.g., "SAT Section 1 Reading Test").
- ◆ To start the files in a section playing, press Ctrl A to highlight all files in the folder, then press ENTER.
- ◆ Chromebook navigation uses the mouse on the media player menu to pause or play.

Ensure that all materials are for accommodated testing.

IMPORTANT: Do not distribute any test materials until instructed to in the scripts.

- Check the NAR to ensure that you have the right test materials:
 - ☐ Purple test books are for one-day testing on the primary test date.
 - ☐ Students approved to test during the accommodated testing window will have specific materials with blue or lime green covers.

Study and Prepare Scripts Before Testing

- Some of the instructions have alternative scripts to read depending on various criteria such as options in use by your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.
- Before admitting students, fill in the appropriate information where a blank line " _____ " appears in the text.

Account for Testing Materials

Your supervisor will provide a packet of testing materials containing:

- A room roster or copy of the NAR showing students assigned to your room
- A *Testing Room Materials Report* form listing the test materials for your room
- Test books or alternate test formats for your students
- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session
- Some blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on answer sheets
- Two optional testing room flyers (“No Electronic Devices” and “Quiet, Please”)
- EL supports, if your students need them
- Blank forms, including an SIR and at least one Request to Cancel Tests Scores form

Count all of your testing materials when you receive them from your supervisor, when you distribute them to students, and when testing is complete.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the *Testing Room Materials Report* form in your testing room packet.
- Later, after testing has begun, you will show the distribution of test books in your room by recording the serial numbers on the seating chart (Part B).
- After testing, when you prepare to return materials to the supervisor, you will record the serial numbers of the test books that you are returning in part A of the form, along with the number of answer sheets being returned.
- If you discover that a test book is missing, follow these procedures:
 - ◆ If a test book is missing before testing has begun, determine the serial number of the missing book and then check the desk of the student who was assigned that serial number as well as the desks of students who received the test books with serial numbers before and after the serial number of the missing book.
 - ◆ If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check each student desk (even

unoccupied desks, since the test book may have been placed there).



If the test book is still missing, ask the test supervisor to call School Day Support immediately. Report the incident on an SIR.

Using the Scripts

There are six test scripts for the SAT based on the type of accommodation a student is approved for. See the “Overview of Accommodated Timing and Breaks” chart in the Appendix for more information.

IMPORTANT: *Students approved for writing only extended time do not test in accommodated testing rooms unless they have other accommodations that require it.*

KEY INFORMATION

Use Script 1 for students who are approved for accommodations that do not require extended time—for example, breaks as needed, extended breaks, or permission to test blood sugar—or who are approved for extended time on only some sections of the test (e.g., math-only).

Use Script 2 for students who receive standard time on some or all sections of the test and are approved for extra breaks.

Use Script 3 for students who are approved for 50% extended time for

- Reading or use of a scribe or writer.
- Math only (start with Script 1 or 2).

Scripts 4 and 6 are for use during the two-day accommodated window. The testing of students with nonstandard (blue) materials is not confined to these scripts. Some students may require standard timing (Script 1 or 2) for one or more sections of the test, for example. Decide ahead of test day which script or combination of scripts to use for the students in your room.

Use Script 4 for students who are approved for 100% extended time for

- Math only (start with Script 1 or 2). These students test in one day.
- Reading. These students test over two days.

Use Script 6 for students who are using the MP3 audio format. These students will test over two days. Day one testing stops after Section 2 for these students.

Testing in the Accommodated Room

Students cannot elect to test without their approved accommodations unless they present a written statement signed by a parent/guardian or by the student, if over 18 years of age.

Administer the Test

If you're collecting personal belongings from students:

Before you collect any phones, backpacks, or other personal belongings from students (if your school chooses to do so), students should take out any snacks or drinks to store under their desks during testing.

Check that students are in the correct testing room.

Students testing in your room must appear on the NAR and your room roster.

TASKS

Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a "P" (present) next to the name of each student who checks in.
- If you don't recognize a student, ask them for identification. Send any student who can't present acceptable ID to the supervisor.
- After you have closed the testing room door, put an "A" next to the name of any student who is absent.
- Write in student information for students not on the room roster.

If a student arrives late, you can admit them as long as you have not yet begun the timed sections of the test.

Time the Test

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting in the room.

Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

Complete the Count of Materials

- On the *Testing Room Materials Report* form in the back of this manual or provided to you by the supervisor, account for all test materials (used and unused) in Part A of the form. If a book appears to be missing, follow procedures in "Account for Testing Materials" earlier in this section.
- Use the chart on the back of this manual (or on the *Testing Room Materials Report* form if provided by your supervisor) to record the serial numbers of the test books distributed to students and the order in which you handed out the test books.

KEY INFORMATION

Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math – No Calculator section. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See the Appendix for a list of acceptable calculators.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend that students bring and use a calculator, preferably one they are familiar with, on the Math Test – Calculator portion of the SAT. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. If your school provides calculators, be sure that students are familiar and comfortable with how to use them.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need your permission to use them.
- Students may not share calculators.

Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test.

Students without backup equipment may continue testing, since most questions don't require a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room. Tell students that if they cancel their scores, the scores will still be sent to the state and district and will be accessible to your school, but they will not be sent to their chosen colleges or scholarship organizations.

Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators.

- Only battery-operated, hand-held equipment can be used for testing.
- Students may not share calculators.
- All scientific, and most graphing calculators are acceptable. Four-function calculators are permitted, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

IMPORTANT: *Students approved to use a calculator on the Math Test – No Calculator section must use a four-function calculator for this purpose. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren’t more advanced models.*

Scheduled Breaks

College Board policy requires every student to be offered breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive:

- a 10-minute break after Section 1
- a 5-minute break after Section 3

During breaks after Sections 1 and 3, students may go to the restroom or to the area designated for eating snacks.

Students approved for math-only extended time receive standard time on the first two sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator) and halfway through Section 4 (Math Test – Calculator).

The “Overview of Accommodated Timing and Breaks” chart in the Appendix provides a visual guide to these requirements. The scripts also include break timing.

Some students may be approved for extra and/or extended breaks. Specific timing instructions may be noted on the NAR.

Unscheduled Breaks

When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:

- Inform students that they won’t get extra testing time.
- Allow only one student at a time to take an unscheduled break.

- Collect their test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or glossary) the student may be using.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It isn’t necessary to record this irregularity on an SIR unless you find the activity suspicious.

Administering Extended Time

The SAT is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called. This manual includes timing charts for each script in the Appendix. Students who are approved for extended time are also provided extra breaks, as included in each script.

You should plan ahead for which scripts apply to the students in your room. Students approved for math only or writing only extended time will be tested with a combination of scripts.

Once you have begun each test section, record the start and stop times in this manual in the space provided in the scripts, then post the times on the board for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour that you started the section. Each script indicates when to announce the time elapsed and when to take an extra break for longer sections when testing with extended time.

Administering Accommodated Breaks

Some students may be approved for **extra and/or extended breaks**. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

- Students who are approved for extra breaks receive a break between each test section, and a mid-section break during sections 1 and 4 (the same breaks that extended time students receive). These breaks are noted in the scripts. Use Script 2 for students who are approved for extra breaks, and who are not approved for extended time.
- Give **extended breaks** to approved students by doubling the standard time of regularly scheduled breaks.
- For students who are approved for **both extra and extended breaks**, provide 10-minute breaks between each test section; if students ask to resume

testing sooner, they may, but you should not prompt students to end their breaks early.

- When a student is approved for **breaks as needed**, they may break during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time. Use Script 1 unless the student is approved for other accommodations.

Administering Large-Type Tests

Students who are approved for Large-Type test books are approved for a specific font size, such as 14 point, 20 point, or larger. Make sure that each student is given their correct test book. Students who test with the 14-point test must test on the primary test date. Students who are approved for the 20-point or larger font test must test during the window.

Students approved for use of a Large-Type test book are tested with standard time, unless also approved for extended time.

General Notes for Electronic Devices

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or Ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

Administering MP3 and ATC

Students using the MP3 audio format must be given 100% extended time on the entire test, and in addition, must be given 45 extra minutes on Section 2, Writing and Language Test, to allow for software navigation. These students test over two days.

Students using the ATC format should be tested with standard time unless they have been approved by the College Board for extended testing time due to disability. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices. A student approved for more than 100% extended time should test with that time allowance. Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they're not accessing any other sites while working on the test.

Administering Braille Test Formats

The braille test is divided into several books, which you will distribute one at a time. The braille type used is either Unified English Braille (UEB) or English Braille, American Edition (EBAE), depending on the student's preference. The Math sections are in the 1972 revised Nemeth Code.

Students may use the *Guide to the Nemeth Code* if they are taking the braille format of the SAT. The braille math reference book contains math formulas and directions for use with all Math Test questions. A blue multiple-choice test book and a reader's script are also provided to help interpret labels and numbers in the braille reference book.

Students recording answers on a braille device may also use scratch paper.

Administering Braille Graphs and Figures

Users of braille will receive a supplemental reference to braille graphs and figures. (As with the test itself, the student can choose either UEB or EBAE braille type, and the math material uses the 1972 revised Nemeth Code.)

Some students using other formats may be approved to use the braille reference as well. During the test, when questions in the math sections refer to figures, students may refer to either the regular-type or large-type test or to the book of braille math graphs and figures.

The braille reference information contains math reference material required for the braille test. All labels and numbers in that book are in braille. If a student doesn't read braille but is approved to use the book of braille math graphs and figures, you may help them find their place. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

Administering Readers


Distribute any supplemental materials to the reader: a Reader's Script, a Regular-Type test book for student's use (unless the student is approved for large print), and additional test materials for student use as approved by the College Board (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats.

Administering Scribes

Scribes may only write what the student dictates; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in the script to a personal assistant who is writing answers for a student.

Maintain Security in the Testing Room

Make sure you understand and follow these policies:

- Prepare your testing room by covering up or removing any instructive material, such as maps and charts.
 - Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
 - Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking on phones (prohibited for staff as well as students), using a computer, or grading papers.
 - Ensure that at least one staff member is in the testing room at all times.
 - Ensure that students do not use calculators, phones, or prohibited aids during breaks.
 - Monitor test materials at all times; do not leave them unattended under any circumstances.
 - Guard against test materials being removed from the room.
 - No one is permitted to access or use phones in the testing room, or to eat or drink during testing unless they have an approved accommodation.
-  Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security.

TASKS

Prohibited Aids

Once the opening scripts have been read to students, staff must dismiss any student seen with a cell phone or wearable technology during testing, including breaks. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment

- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

IMPORTANT: *Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. For other medications/medical devices, contact the SSD office.*

Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart in the Appendix.
- Make sure students do not use any prohibited aids, as instructed in the scripts. A list of prohibited devices is provided early in the script before answer sheets are distributed.

Prevent Copying and Communication

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. Staff must:

- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

Staff must always note any such activities on the SIR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. If the Irregularity Chart indicates to call CSDE, report the situation immediately.


Monitor Breaks

You and other testing staff will need to monitor students during breaks to make sure they don't discuss the test, use calculators, phones, or prohibited aids.

For the breaks:

- Post the break time and include what time students should return to their seats.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.
- Students are not allowed to use phones during breaks for any reason. Phones should be collected (if school policy permits), and must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Do not allow students to access their bags or backpacks until the test is over.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Report Irregularities

 Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security, either before or on test day.

- Immediately inform the test supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor's Irregularity Report (SIR).

Complete the SIR

This form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles completely. Always include the names of students and the answer sheet litho code (eight-digit serial number from bottom right-hand corner of answer sheet) involved in an irregularity. (See the Appendix for a sample of a completed SIR.)

- For all irregularities, fill in items 1–4 (page 1) and item 10 (page 3) of the form.
 - ◆ In box 4a, write your 6-digit school (AI) code.
 - ◆ In box 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you're reporting about.
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the date of birth and answer sheet litho

code (8-digit serial number), found in the bottom right corner of the answer sheet, for each affected student.

- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.
- In all situations, provide as much detail as possible. Do not attach answer sheets to the SIR, but return them to your supervisor with the other used answer sheets.

KEY INFORMATION

Test Observers and Visitors

Staff from the College Board, Educational Testing Service (ETS), or administrators from the Connecticut State Department of Education may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification and a letter of authorization from the College Board or ETS, or the Department of Education.

Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized individuals out of the sight and hearing of the students until testing is complete and away from secure testing materials. Limit access to the testing rooms and adjoining hallways.

Using the Irregularity Chart

The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: when the chart indicates need for immediate action, do so without delay. The chart also indicates when you should complete and submit an SIR and when you should order makeup tests.

Use the SIR to record an irregularity, including:

- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Make sure reports are complete and explicit. Fill out just one form for each issue, even if it affects more than one student (such as mistiming).

Irregularities filed by associate supervisors must be countersigned by the test supervisor, who should add any information that might be useful. Tell students that a report will be submitted, but inform them that if they feel they were affected, they can call to file a complaint.

SAT Scripts for Testing Accommodated Students

TASKS

Uniform testing conditions depend on your reading the scripts exactly as written in this section. Take time to study the scripts and timing before test day.

Read scripts in tinted boxes aloud *EXACTLY* as written.

- Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions.
- Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.
- Answer student questions about procedure only, not about test content.
- Repeat parts of the script if requested to do so.
- Before admitting students, supply the appropriate information where a blank line “_____” appears in the text.

Some of the instructions that follow have alternative scripts to read depending on various criteria, such as options in use by your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.

Begin the Test Here

Before starting the test, distribute translated directions and/or word-for-word glossaries to students who need them.

At all administrations, say:

Good morning. Today you are going to take the SAT. This is your chance to show how prepared you are for college and career.

If you have questions about any of the instructions I give you, please ask them, so that you can be sure of doing your best. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

Continue by saying:

The College Board has rules that are designed to give each of you an equal opportunity to show your abilities. We will dismiss you, and College Board will invalidate

the scores of anyone who tries to gain an unfair advantage by:

- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test
- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Using a calculator during a non-calculator section
- Marking answers after time is called
- Sharing test questions or answers with anyone during or after the test
- Using any unauthorized testing aids, including phones, during testing or on breaks
- Attempting to take the test for someone else

You may also be dismissed for:

- Eating or drinking during testing (unless this has been approved as an accommodation— otherwise, eating and drinking are only permitted during breaks)
- Causing a disturbance of any kind or distracting other students
- Going to your locker or leaving the building during breaks

You will have until 11:59 p.m. Eastern Time on the fourth weekday from the end of the test to file a test day complaint. If you see any behavior that causes you concern, please notify the test supervisor, who will explain how to contact the College Board. Are there any questions? *[pause]*

Collection of Personal Belongings: Read script **(A)** if your school has chosen to collect students’ phones, electronic devices, and/or backpacks. Read script **(B)** if your school did NOT choose to collect students’ belongings. (Read only one option.)

(A) If your school has chosen to collect personal belongings, say:

By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

(B) If your school has NOT chosen to collect personal belongings, say:

At this time, if you have a phone, or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it away under your desk until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.

Allow time for students to turn in or put away any of these devices.

Now say:

Now we're going to prepare to start the test.

- Remove everything from your desk except your pencils and acceptable calculator.
- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk.
- Place any water bottles and snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over. *[pause]*

IMPORTANT: *EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while using the device.*

Once desks are cleared of prohibited items, say:

I will take a moment now to look around and make sure you are using approved calculators. *[pause]*

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk (unless approved as an accommodation).

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs

- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

Then say:

You may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it until a later section.

Make sure that students have put their calculators under their desks and that any phones have either been collected or are placed under the desk, not in a pocket.

Distribute Answer Sheets

Distribute the answer sheets. If your school held a preadministration session, make sure that each student receives their own answer sheet with identifying information complete. Give any students who did not participate in a preadministration session their prelabeled answer sheet. If you do not have a prelabeled answer sheet for a student testing in your room, provide them with a blank answer sheet.

After distributing answer sheets, say:

These are the answer sheets you will use to mark your answers on the test. Please check to make sure your correct name appears on the answer sheet. Raise your hand if you have the wrong answer sheet.

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distribute Test Books on page 26.

Otherwise, if there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, or if a student has the incorrect name on their answer sheet, give them a blank answer sheet. Ask the students with correctly populated answer sheets to wait patiently while you read the following scripts to any students who need to populate their answer sheets.

To students who need to populate required fields on the answer sheet, say:

Fill in your full name in box 1 now. If your answer sheet has a label, please check that yours shows your correct name. If you find any errors, raise your hand and I will give you a replacement answer sheet. [pause]

For boxes 2 and 3, say:

Find box 2. Raise your hand if you do not attend this school, and I will come over and help you answer this question. Everyone else, fill in the bubble for “Yes,” and then print our school’s name, city, and state. You may leave the country line blank. Look up when you are done. [pause]

In box 3, print our six-digit school code and fill in the corresponding bubbles. Look up when you are done. [pause]

For box 4, say:

Don’t make marks in box 4, “Optional Code.”

For box 5, say:

Fill in all three parts of your date of birth. Any two-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first two digits of the year you were born. Raise your hand if you have any questions. [pause]

For boxes 6–11, say:

Leave boxes 6 through 11 blank.

For box 12, say:

Turn to page 2 (or page 5 of the large-block answer sheet). Fill in the bubble for your current grade in box 12.

For boxes 13 and 14, say:

Leave boxes 13 and 14 blank.

For box 15, say:

Find box 15 on page 3 (or page 6 of the large-block answer sheet). Mark the correct bubble in box 15.

If a student does not identify with either of the sex options provided, they should be instructed to leave this field blank.

For box 23, say:

Now skip to box 23. In box 23, fill in the bubble labeled “Student ID Number,” then print and bubble in your state-assigned student ID number, starting with the first column to the left. You can find your student ID number in the upper left corner of the label. If you don’t know your student ID number please raise your hand. Look up when you’re done. [pause]

If a student doesn’t know their SASID and you have SASIDs available, provide the number to the student to grid on the answer sheet. If you don’t have access to SASIDs, tell the student to leave box 23 blank. Work with the supervisor to complete it on the student’s behalf after testing.

Distribute Test Books

Now say:

I will now distribute your test books. Do NOT open them until I tell you to.

Distribute to each student the appropriate test materials in serial-number order.

IMPORTANT: *Students must fill in the test book information on their answer sheets (boxes 44–46); without this information, their answer sheets cannot be scored.*

Continue by saying:

When you get the test book, turn it over and read the back cover. It has important information about timing, marking answers, and scoring.

Then say:

When you have finished reading, please look up. [pause]
Are there any questions about what you just read?
[pause]

After you have answered all questions, say:

The following instructions are critical to the scoring of your test. If you don’t follow my directions exactly, you may not receive a score. Listen carefully.

Make sure you are using a No. 2 pencil and that you fill in the bubbles darkly and completely on the answer sheet. If you change your response, erase it as completely as possible. Avoid making stray marks, and do not use your answer sheet for scratch work.

Read the following script if anyone is using a large-block answer sheet.

To students using a large-block answer sheet, say:

If you are using a large-block answer sheet, also read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking an “X” in each relevant square rather than filling in bubbles, and the page numbers will be different from those that I announce.

When all students are ready, say:

On the back of your test book, print your last name, first name, and middle initial, if you have one.

Then print this school’s code number, school name, and this room’s number (or name). *[pause]*

Check that students have filled in these fields, including room number/name, on their test books.

For the next set of instructions, students must correctly copy codes from their test books onto their answer sheets. This ensures proper scoring of their tests.

For the Form Code field, say:

On the back cover of your test book, find the box labeled “44-Form Code.” Copy the letters and numbers onto box 44 of your answer sheet exactly as shown on the back of your test and fill in the bubbles. *[pause]*

For the Test ID field, say:

Now find the box labeled “45-Test ID.” Copy the number onto your answer sheet in box 45. *[pause]*

For the Test Book Serial Number field, say:

Look at the front cover of your test book. Find the number in the upper right-hand corner of the test book labeled “Test Book Serial Number” and enter it into box 46 on your answer sheet. Fill in the corresponding bubbles. *[pause]*

To all students, say:

Take a moment to ensure that the Form Code, Test ID, and Test Book Serial Number fields are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

Testing Room Code: *If your school has assigned testing room codes, read script (A). If your school has not assigned testing room codes, read script (B). (Read only one option.)*

(A) For the Testing Room Code, say:

In box 47 on your answer sheet, fill in the three-digit testing room code I have posted for you. *[pause]*

(B) For the Testing Room Code, say:

Leave box 47 blank on your answer sheet.

Check that students are filling in the correct codes.

To all students, say:

Now listen to this important information. First, if you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify the College Board in writing no later than 11:59 p.m. Eastern Time on the fourth weekday from today.

Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call.

If you cancel your scores, they will still be sent to the state and will be accessible to your school, but they will NOT be sent to your chosen colleges or scholarship organizations.

Second, if you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. You may use the test book for scratch work, but you must mark your answers on the answer sheet unless you are approved to mark them in your test book. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in empty bubbles.

Third, during testing, keep your answer sheet and test book flat in the center of your desk. If you find something wrong with your answer sheet or test book, such as a missing page, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Finally, answer sheets and test books must never be removed from the testing room.

I will walk around the room to check your progress. I will also keep the official time for the test. You will have breaks during the test when you can leave this room to have a snack or use the restroom.

Remember, after the test has ended, no one may leave the room until I dismiss you. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. [pause]

Specific Format Instructions

- ***If you have students who are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions that follow before proceeding to the script that is appropriate for the students in your room.***
- ***For all other students, proceed to the appropriate script now.***

IMPORTANT: *Students with SAAs that do not involve using specific formats or nonstandard timing should be tested with Script 1.*

To a scribe, say:

Please follow these instructions.

- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.
- If the student uses a word that is unfamiliar to you or that you don't know how to spell, ask the student to spell it.

To a student who is using a scribe, say:

Your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? [pause]

To a reader, say:

If you are reading the script to a student, please read questions as often as requested. It's important to read only what is in the script. Do not elaborate beyond what is in the script, even if the student asks for it. If a student using the braille math graphs and figures doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? [pause]

For students using braille format, say:

The braille test is divided into several books. You will be given one book at a time. The Reading and Writing and Language sections are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5.

The braille type used is the one that you selected before testing: either Unified English Braille (UEB) or English Braille, American Edition (EBAE). The Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you're working on. Type the question number as well as your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures? [pause]

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

To students using the ATC format, say:

Today you will be taking the test in a format that is compatible with your screen reader or other software. I have loaded this Assistive Technology Compatible or "ATC" format onto the computer that is on your desk.

Please prepare for testing now by opening and reading the electronic document called "Beginning Directions and Information for Users of ATC." When you are finished reading the document, please click the minimize button and look up. [pause]

During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures that I read apply to you. When I tell you to start testing in a section, you'll need to open the correct section file and type in your password, which is printed on the inside of your test packaging. When I call time, you'll need to stop testing and close the file. Are there any questions? [pause]

Script 1: Standard Time for Accommodated Students (No Extra Breaks)

Use this script to administer the following accommodations:

- Students with standard timing accommodations (example—small group setting or permission to test blood sugar).
- Students testing with extended breaks or breaks as needed.
- Students testing with accommodations for extended time in math only. (You will see instructions for where to switch to Script 3 or 4 for these students.)
- Students with SAAs who don't receive extended time or extra breaks.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 65 MINUTES	
START TIME _____	STOP TIME _____

When everyone is ready, say:

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will take a short break when this section is finished. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Please find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now, open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

You have 35 minutes remaining in this section.

After 60 minutes, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes, say:

Stop work and put your pencil down. *[pause]* Close your answer sheet and place it inside the front of your test book. Close your test book and leave it on your desk. We'll take a break now for 10 minutes.

If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms.

We will start testing again in exactly 10 minutes.

If you did NOT collect electronic devices, say:

You may not use a phone or any other electronic device on this break or any other break during the test. Any phones or other devices must remain turned off and put away under your desk.

For the Break

- Post the break time of 10 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet, you are agreeing that you will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including but not limited to email, text messages, or the

internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back of your answer sheet, and find box 48, the Certification Statement. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today's date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES

START TIME _____ STOP TIME _____

IMPORTANT: To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Script 4 for Section 2—Writing and Language Test on page 40, then return to this script to continue with “Section 3—Math – No Calculator.”

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk.

Now find Section 2 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 15 minutes, say:

You have 20 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

Place your answer sheet on the page in your test book where you stopped working. Close your test book.

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES

START TIME _____ STOP TIME _____

IMPORTANT: For students approved for 50% extended time on math, turn to Script 3 and start at Break Before Section 3 on page 37.

IMPORTANT: For students approved for 100% extended time on math, turn to Script 4 and start at Break Before Section 3 on page 40.

IMPORTANT: Some students may be approved to use a four-function calculator on this section as an accommodation. If you are asked to test a student with this accommodation, confirm that the calculator the student uses is not a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers may be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your

desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

Walk around the room to check that students do not have calculators on their desks.

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down. *[pause]*

Put your answer sheet on the page in your test book where you stopped working. Close your test book, and leave it on your desk. We'll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. We'll start testing again in exactly 5 minutes.

For the Break

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. *[pause]*

Section 4—Math Test - Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



55 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

When everyone is ready, say:

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator. You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. *[pause]*

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Be sure to mark your answers in the correctly numbered spaces in Section 4. The questions labeled "Student-Produced Responses" will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 25 minutes, say:

You have 30 minutes remaining in this section.

After 50 minutes, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes, say:



Stop work and put your pencil down. *[pause]*

Testing is now complete. Proceed to After the Test on page 50.

Script 2: Standard Time with Extra Breaks

IMPORTANT: Use this script to test students who have been approved for extra breaks with standard timing. Students with extended breaks or breaks as needed should be tested with Script 1.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	33 MINUTES STANDARD TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	32 MINUTES STANDARD TIME
START TIME _____	STOP TIME _____

When everyone is ready, say:

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will have a 5-minute break after 33 minutes.

Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Find Section 1 of your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. *[pause]*

Now, open your test book to Section 1, read the directions, and begin work. Time starts now. **Good luck.**

After 15 minutes, say:

You have 50 minutes remaining in this section and 18 minutes until the break.

After 28 minutes, say:

You have 37 minutes remaining in this section and 5 minutes until the break.

After exactly 33 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working

on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and the time testing resumes.

At the end of the break, say:

Please take your seat. You have an additional 32 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 17 minutes (from the break), say:

You have 15 minutes remaining in this section.

After 27 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 32 minutes (from the break), say:

Stop work and put your pencil down. Put your answer sheet inside your test book. Close your test book and leave it on your desk. *[pause]*

For the break, say:

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. We will start testing again in exactly 5 minutes.

If you did NOT collect electronic devices, say:

You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

For the break

Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:

Please take your seat.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement box. If you are using a large-block answer sheet, the back page will tell you where to turn. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, print your name and enter today's date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

IMPORTANT: To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use Script 4 for Section 2—Writing and Language Test on page 40, then return to this script to continue with “Break Before Section 3.”

To all students, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Find Section 2 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat on your desk.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

After 15 minutes, say:

You have 20 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

Place your answer sheet on the page in your test book where you stopped working. Close your test book.

Break Before Section 3**For the break, say:**

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

IMPORTANT: For students approved for 50% extended time on math only, turn to Script 3, Section 3—Math Test – No Calculator on page 37.

IMPORTANT: For students approved for 100% extended time on math only, turn to Script 4, Section 3—Math Test – No Calculator on page 41.

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will have a 5-minute break after the section is over.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]

Put your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk. [pause]

We’ll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. [pause]

Section 4—Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



28 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

5-MINUTE BREAK



27 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

If your school is providing calculators for students, distribute them now.

When everyone is ready, say:

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator. We will take a short break after 28 minutes.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.

- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 10 minutes, say:

You have 45 minutes remaining in this section and 18 minutes until the break.

After 23 minutes, say:

You have 32 minutes remaining in this section and 5 minutes until the break.

After exactly 28 minutes, say:

Stop work and put your pencil down. *[pause]* Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. *[pause]*

You have an additional 27 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 12 minutes (from the break), say:

You have 15 minutes remaining in this section.

After 22 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 27 minutes (from the break), say:

Stop work and put your pencil down. *[pause]* Close your test book and answer sheet. Place your answer sheet next to your test book.

Testing is now complete. Proceed to After the Test on page 50.

Script 3: 50% Extended Time for One-Day Testing

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



49 MINUTES 50% EXTENDED TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK



49 MINUTES 50% EXTENDED TIME

START TIME _____

STOP TIME _____

When everyone is ready, say:

Once we begin, you will have one hour and 38 minutes to work on Section 1, the Reading Test. We will stop halfway through, after 49 minutes, for a 5-minute break. Please keep your calculator under your desk; you won't need it for this section.

Find Section 1 on the first page of multiple-choice questions on your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now, open your test book to Section 1, read the directions, and begin work. Time starts now. **Good luck.**

After 30 minutes, say:

You have 68 minutes remaining in this section and 19 minutes until the break.

After 44 minutes, say:

You have 54 minutes remaining in this section and 5 minutes until the break.

After 49 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 49 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 24 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 44 minutes (from the break), say:

You have 5 minutes remaining in this section.

After 49 minutes, say:

Stop work and put your pencil down. [pause] Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test book until I tell you to do so.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement box. If you are using a large-block answer sheet, the back page will tell you where to turn. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, print your name and enter today's date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES 50% EXTENDED TIME

START TIME _____

STOP TIME _____

IMPORTANT: To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use Script 4 for Section 2—Writing and Language Test on page 40, then return to this script and resume at “Break Before Section 3.”

To all students, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 2.

Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

After 30 minutes, say:

You have 23 minutes remaining in this section.

After 48 minutes, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes, say:

Stop work and put your pencil down. *[pause]*

Place your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk.

Break Before Section 3

For the break, say:

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES 50% EXTENDED TIME

START TIME _____ **STOP TIME** _____

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will have a 5-minute break after the section is over.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 18 minutes remaining in this section.

After 33 minutes, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes, say:

Stop work and put your pencil down. Put your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk. *[pause]*

Break Before Section 4

For the break, say:

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. You may not be seen with any electronic devices, including a phone. Please don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.



For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

Section 4—Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	42 MINUTES 50% EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	41 MINUTES 50% EXTENDED TIME
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

To all students, say:

Once we begin, you will have one hour and 23 minutes to work on Section 4, the Math Test with Calculator. We will stop after 42 minutes and take a 5-minute break.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. *[pause]*

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Directions for how to grid your answer to the questions labeled "Student-Produced Responses" are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark

your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Now open your test book and take out your answer sheet. Turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 15 minutes, say:

You have 68 minutes remaining in this section and 27 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in this section and 5 minutes until the break.

After 42 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 41 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 21 minutes (from the break), say:

You have 20 minutes remaining in this section.

After 36 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 41 minutes (from the break), say:

Stop work and put your pencil down.

Testing is now complete. Proceed to After the Test on page 50.

Script 4: 100% Extended Time

IMPORTANT: The following script is for 100% extended time students. Start here for students with extended time in reading. If you are testing students with math-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2).

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

To students, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will stop for a short break after 65 minutes.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it for this section. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now find Section 1 of your answer sheet. Do not begin work until I tell you to.

Now, open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

You have 1 hour and 40 minutes remaining in this section and 35 minutes until the break.

After 60 minutes, say:

You have 1 hour and 10 minutes remaining in this section and 5 minutes until the break.

After 65 minutes, say:

Stop work and put your pencil down. *[pause]*

Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 65 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 30 minutes (from the break), say:

You have 35 minutes remaining in this section.

After 60 minutes (from the break), say:

You have 5 minutes remaining in this section.

After 65 minutes, say:

Stop work and put your pencil down. *[pause]* Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

If you did NOT collect electronic devices, say:

You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test book until I tell you to do so.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement box. If you are using a large-block answer sheet, the back page will tell you where to turn. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, print your name and enter today's date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES 100% EXTENDED TIME

START TIME _____ **STOP TIME** _____

To all students, say:

Once we begin, you will have 1 hour and 10 minutes to work on Section 2, the Writing and Language Test. We will have a break after the section is finished.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any

other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 2. Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 35 minutes, say:

You have 35 minutes remaining in this section.

After 65 minutes, say:

You have 5 minutes remaining in this section.

After exactly 70 minutes, say:

Stop work and put your pencil down. Place your answer sheet on the page in your test book that you have just finished. Close your test book and leave it on your desk.

IMPORTANT: For students using ATC format, return to the appropriate script:

- For standard time, no extra breaks, turn to Script 1, Section 3—Math Test – No Calculator on page 30.
- For standard time and extra breaks, turn to Script 2, Break Before Section 3 on page 33.
- For 50% extended time, turn to Script 3, Break Before Section 3 on page 37.

Continue below for 100% extended time.

Break Before Section 3**For the break, say:**

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 50 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

IMPORTANT: *If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.*

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 25 minutes, say:

You have 25 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work and put your pencil down.

Break Before Section 4 for 1-Day Students

For the break, say:

Put your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. You may not be seen with any electronic devices, including phones. Please don't talk in the hallway or discuss the test questions with anyone.

We will start testing again in exactly 5 minutes.

For the break


Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test book until I tell you to do so.

Section 4—Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

To all students, say:

Once we begin, you will have 1 hour and 50 minutes to work on Section 4, the Math Test with Calculator. We will stop for a short break after 55 minutes.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Directions for how to grid your answer to the questions labeled "Student-Produced Responses" are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Now open your test book and take out your answer sheet. Find Section 4 in your answer sheet. Turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 30 minutes, say:

You have 1 hour and 20 minutes remaining in this section and 25 minutes until the break.

After 50 minutes, say:

You have 1 hour remaining in this section and 5 minutes until the break.

After 55 minutes, say:

Stop work and put your pencil down.

Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 55 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 30 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 50 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 55 minutes (from the break), say:

Stop work and put your pencil down.

Testing is now complete. Proceed to After the Test on page 50.

Script 5: 50% Extended Time for Two-Day Testing

Script 5 is not used for Connecticut SAT School Day testing.

Script 6: MP3 Audio Format

The following script is for MP3 audio format users.

To all MP3 Audio format users, say:

The test is recorded on a flash drive and has been loaded onto your computer. I will review the navigation with you. Do not begin the test until I tell you to.

To students who are using a PC or a Mac, say:

If you are using a PC, your keyboard navigation will use the Control key. If you are using a Mac, your keyboard navigation will use the Command key.

To students who are using Chromebooks, say:

Your navigation will be with the mouse using the media play menu.

To all students, say:

Plug in your earphones or headphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command or Control-P to pause, take off your earphones, and look up to signal that you are ready to continue with the test. Now double-click or otherwise select “Directions” to hear the introduction. [pause]

When all students are ready, say:

Each test question will be on a separate track. The media player screen displays a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Gray shading indicates which track is currently playing. If you cannot easily see the track names, widen the title column.

The audio recording will play continuously through the entire test section unless you manually pause the playback. To play or pause the audio on a PC or Mac, click the play icon or the pause icon at the bottom of the media player window, or use the keyboard command by pressing Control or Command and the letter “P.” I have written the keyboard and other navigation commands on the board. On a Chromebook, click the Pause or Play icon on the media player menu.

You can move forward and backward within a track by clicking on a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Double-click on or otherwise select a track in the list to skip directly to the beginning of that track. If you are using a PC or Mac, you can also use keyboard commands for skipping tracks. Press Control or Command and the letter “B” to skip back to a previous track, and Control or Command-F to skip forward to the next track.

There are no fast forward or rewind controls.

Click and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback will stop automatically at the end of the last track for the section. If your track ends before time is called, you can return to any tracks within the section to review your work.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it is time to stop and take off your earphones.

Are there any questions about the information that I have just read? [pause]

Answer all questions about procedure and then continue with the script.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



65 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK



65 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

When students are ready, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will take a brief break after 65 minutes.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it on this section. Find Section 1 of your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. When I signal you to stop, take off your earphones so that you can hear my directions. Your computer screen should show the section table of contents.

To students who are using a PC or a Mac, say:

When I tell you to start, you will double-click on or select the icon for Section 1.

To students who are using a Chromebook, say:

Double-click on or select the Section 1 folder, press Control-A to highlight all the tracks. When I tell you to start, you will press Enter.

To all students, say:

Time starts now. Put on your earphones, start Section 1, listen to the directions, and begin work. **Good luck!**

After 30 minutes, say:

You have 1 hour and 40 minutes remaining in this section and 35 minutes until the break.

After 60 minutes, say:

You have 1 hour and 10 minutes remaining in this section, and 5 minutes until the break.

After 65 minutes, signal students to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume

At the end of the break, say:

Please take your seat. You have an additional 65 minutes remaining in Section 1. Open your answer sheet to where you were working and open your test book to Section 1 in case you need to refer to it. Place your answer sheet flat on your desk. Put on your earphones and resume the question you were working on by using the keyboard command or selecting the play icon on the media play menu. Time starts now.

After 30 minutes (from the break), say:

You have 35 minutes remaining in this section.

After 60 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 65 minutes (from the break), signal students to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. *[pause]*

Click the square “Stop” button at the bottom of the media player window to stop work on the test, or click the “x” to close the media player on a Chromebook.

To all students, say:

Close your answer sheet and place it in the front of your test book and close your test book. We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Don’t go anywhere other than the designated areas, the hallway, or the restroom. Please don’t talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

If you did NOT collect electronic devices, say:

You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement box. If you are using a large-block answer sheet, the back page will tell you where to turn. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, print your name and enter today's date. Look up when you are done. *[pause]*

Walk around the room and ensure that all students are writing the Certification Statement.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	58 MINUTES EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	57 MINUTES EXTENDED TIME
START TIME _____	STOP TIME _____

When students are ready, say:

Once we begin, you will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will stop for a short break after 58 minutes. If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you don't need it for this section.

Find Section 2 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2 in case you need to refer to it. Your computer screen should show the section table of contents.

To students who are using a PC or a Mac, say:

When I tell you to start, you will double-click on or select the icon for Section 2.

To students who are using a Chromebook, say:

Find and double-click on or select Section 2, then press Control-A to highlight the list of tracks in Section 2. When I tell you to start, you will press Enter.

To all students, say:

Time starts now. Now put on your earphones, start Section 2, listen to the directions, and begin work.

After 30 minutes, say:

You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

After 53 minutes, say:

You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the break.

After 58 minutes, say:

Stop work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet.

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. *[pause]* You have an additional 57 minutes remaining in Section 2. Open your answer sheet to where you were working and open your test book to Section 2 in case you need to refer to it. Place your answer sheet flat on your desk, put on your earphones, and select play or press Control or Command-P to resume the question you were working on.

After 32 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 52 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 57 minutes (from the break), signal students to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. [pause]

Click the square “Stop” button at the bottom of the media player window to stop work on the test. Or click the “x” to close the media player on a Chromebook. [pause]

This concludes day one of testing. Close your test book and place your answer sheet on top of it. I will now collect your answer sheet, test book, and flash drive. Please sit quietly until you are dismissed. Remember, after testing has ended, no one may leave the room until I announce dismissal.

Collect Test Materials

Keep students seated until you are sure you have an answer sheet and all test materials from each student. Walk around the room to close each media player and collect materials.

First, collect the answer sheets, test books, and any scratch paper from each student in the same order in which they were distributed.

1. Close the media player as follows:
 - ◆ For PCs, click the “Account” drop-down menu and click “Exit.”
 - ◆ For Macs, click the “Flux Player” drop-down menu and click “Quit Flux Player.”
 - ◆ For Chromebooks, click the “x” in the top right corner of the media player window.
2. Eject the USB Drive by doing the following:
 - ◆ For PCs, in the notification area in the lower right corner of the monitor, select “Show hidden icons,” select “Safely remove hardware and eject media,” and then click on “Eject USB Disk.”
 - ◆ For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under Devices.
 - ◆ For Chromebooks, click on the eject icon next to the USB drive in the devices list.
3. Place each drive in the original package for each student.
4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at _____.

Please gather your belongings and exit the room quietly.

Return any collected cell phones and dismiss students.

Day 2 of Testing**Before Admitting Students for Day 2 of Testing**

1. Power on all computers.
2. Use the seating chart on the back of the Testing Room Materials Report to place each USB drive in the same computer that a student used on the first day of testing.
3. Repeat the steps given in Check and Test Computer Files on page 12.
4. Ensure that navigation notes are posted for students to see (as given in Prepare the Testing Room on page 17).

Admitting Students

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Preparing to Test

Students may have additional aids on their desks, such as a talking calculator, if this accommodation was approved through the eligibility process.

Start by saying:

Good morning. Now we’re going to prepare to start the test.

- Remove everything from your desk except your earphones, pencils with erasers, and calculator. [pause]
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. [pause]
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

As you did on Day 1 of testing, walk around to make sure no one has any prohibited aids or devices on their desks. If you have not collected phones, they must be placed under the desks.

After desks are cleared of prohibited items, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet, test book, or USB drive package does not display your name.

Distribute the designated test book and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

Remind students of how to use the MP3 audio file by saying:

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones or headphones. Raise your hand if you need me to review how to navigate the test on your computer. [pause]

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES 100% EXTENDED TIME

START TIME _____ **STOP TIME** _____

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will have a 5-minute break after the section is over. Although Section 3 is a math section, you are NOT allowed to use a calculator on this portion of the test unless you have approval to use a four-function calculator as an accommodation. Please place your calculator under your desk.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers may be shorter, but not longer, than four characters.

To all students, say:

Find Section 3 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Open your test book to Section 3 in case you need to refer to it. Your computer should show the section table of contents.

To students who are using a PC or a Mac, say:

When I tell you to start, you will double-click or select the icon for Section 3.

To students who are using Chromebooks, say:

Find and double-click or select Section 3, then press Control-A to highlight the list of tracks in Section 3. When I tell you to start, you will press Enter.

To all students, say:

Time starts now. Now put on your earphones, start Section 3, listen to the directions, and begin work.

During Testing

Check that no calculator applications are running on student computers unless the student has been approved to use the computer-based calculator as an accommodation.

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, signal test takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. [pause]

Click the square “Stop” button at the bottom of the media player window to stop work on the test. On a Chromebook, click the “x” to close the media player.

For the break, say:

Close your answer sheet and place it in the front of your test book. Close your test book and leave it on your

desk. You will now have 5 minutes to stretch. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

If you did NOT collect electronic devices, say:

You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

For the break


Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test book until I tell you to do so.

Section 4—Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	55 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	55 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

When all students are ready, say:

You will have 1 hour and 50 minutes to work on Section 4, the Math Test with Calculator. We will stop for a short break after 55 minutes. You may use a calculator for this section. Please take your calculator out and place it in the center of your desk. [pause]

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator.

- If you brought a backup calculator, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

Continue by saying:

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section. Take out your answer sheet, but keep your test book closed. Turn your answer sheet to Section 4. Open your test book to Section 4 in case you need to refer to it. Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, you will double-click or otherwise select the icon for Section 4.

To students using a Chromebook, say:

Find and double-click or select Section 4, then press Control-A to highlight the list of tracks in Section 4. When I tell you to start, you will press Enter.

To all students, say:

Time starts now. Now put on your earphones, start Section 4, listen to the directions, and begin work.

During testing

Periodically post the time remaining and signal that you have done so to students who are wearing earphones.

After 30 minutes have elapsed, say:

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the break.

After 50 minutes, say:

You have 1 hour remaining in this section, and 5 minutes before the break.

After 55 minutes, signal testtakers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. *[pause]*

Select Pause or press Control or Command-P to pause your test file. Close your test book and place it on top of your answer sheet where you are working, then close your answer sheet. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

For the Break

Post the break time of 5 minutes and what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test file until I tell you to do so. You have an additional 55 minutes remaining in Section 4. Open your answer sheet to where you were working and open your test book to Section 4 in case you need to refer to it. Put on your earphones and

select play or press Control or Command-P to resume the question you were working on.

After 30 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 50 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 55 minutes (from the break), signal students to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. *[pause]*

Click the square “Stop” button at the bottom of the media player window to stop the test. Or click the “x” to close the media player on a Chromebook. Close your answer sheet and your test book, and place the answer sheet on top of the test book.

Testing is now complete. Proceed to After the Test on page 50.

After the Test

To all students, say:

Congratulations—you just finished the test! Before I collect your test materials, please turn over your answer sheet and check that you have filled in the form code in box 44. This form code is required for scoring your test. Please raise your hand if you need help completing the box.

Next, say:

I will now collect your test materials. Please sit quietly until I dismiss you.

Collect Test Materials

TASKS

Collect Test Books and Other Test Materials

Collect a multiple-choice test book from each student in the order in which they were distributed. Collect other test materials except for answer sheets, including scratch paper and any translated instructions, at this time as well. Place them where students cannot access them.

Collect USB Flash Drives

If testing students using MP3 audio or ATC format, collect the flash drives:

1. Walk around the room to close each media player. Click on the “X” in the upper right corner of the media player window, or click on “File” and select “Exit” from the drop-down menu. Then eject the USB flash drive by doing the following:
 - a. For PCs, in the notification area in the lower right corner of the monitor, select “Show hidden icons,” select “Safely remove hardware and eject media,” and then click on “Eject USB Disk.”
 - b. For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under DEVICES.
 - c. For Chromebooks, click on the eject icon next to the USB drive in the devices list.
2. Place each drive in the original package for each student.
3. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

Before collecting answer sheets:

- Identify any students who need to complete or want to change their choices of where to send their scores in box 22. Ask them to wait quietly while you dismiss students who are finished.

- For all other students, proceed to Collect Answer Sheets on page 50. When you have dismissed these students, return to “Completing the Answer Sheets” for any students remaining.

Completing the Answer Sheets

Distribute a copy of the *Student Answer Sheet Instructions* to students remaining in the room.

For box 22, say:

When you take the SAT as a part of Connecticut SAT School Day, you’re entitled to send your scores—for free—to as many as four colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you’re not ready to apply. If you choose to send your scores to an institution they’ll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the “Score Reporting Code List.” Find the four-digit code for the school or scholarship program you want to send your scores to. College codes are listed alphabetically by state, territory, and country. Scholarship program codes are listed at the end of the list, listed alphabetically nationally, by state or territory, and country.

In box 22, or each place you want to send scores to, copy the four digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions. Look up when you’re done. *[pause]*

Collect Answer Sheets

Collect an answer sheet (and instructions booklet, if applicable) from each student. For each student, before moving on to the next person, do the following:

- Check to see that all the identifying information on the answer sheet is complete. Ensure that the letters in box 1, “Name” correspond to the filled bubbles in each column. Flip the answer sheet over to make sure students have completed the “Complete on Test Day” section.
- If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.
- If you suspect impersonation, note the student’s name on the SIR. Notify the supervisor immediately.

Before Dismissing Students

Make sure answer sheets are not inserted in or between test books.

- Verify by count that you have a multiple-choice test book and answer sheet for each student.
- Verify by serial number that you have collected the test books assigned to your room.
- Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- Make sure students have completed their name (box 1), school information (2–3), date of birth (5), grade level (12), sex (15), student ID (23), and test book information (44–46) on their answer sheets. These fields must be completed for a student to receive a score report.
- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for these fields before dismissing students. You must transcribe their answers after students are dismissed. If you do not have enough answer sheets to complete the transcription, return without transcribing to your supervisor.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

Returning Collected Items: *If you have collected personal belongings from students, read script (A). If you have not collected any belongings, read script (B). (Read only one option.)*

(A) To students who need to collect their belongings, say:

This test administration is now over. As you prepare to leave, please come up and retrieve your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

(B) To students who have all their belongings, say:

This test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

After Students Leave the Room

- Complete and sign the *Testing Room Materials Report* form and seating chart.
- Describe any discrepancy on the SIR.
- A completed answer sheet must be submitted for a student to receive a score report. You or a proctor or other assistant must:
 - ♦ Transfer responses from braille or computer pages to the regular answer sheet pages.
 - ♦ On the materials from which you transferred answers, write the student's name, six-digit AI code, and answer sheet litho code.
- If you have any students approved to write their answers in the test book, do the following:
 - ♦ On the test book, write the student's name, six-digit school (AI) code, and litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
 - ♦ On the front cover of the test book, write "Answers in book."
 - ♦ Transfer responses from the test book to the regular answer sheet pages.
 - ♦ Clip the transcribed answer sheet to the test book and include with the used answer sheets and deliver them to the test supervisor to return with the used accommodated answer sheets.
- Return the completed *Testing Room Materials Report* form with all test materials and forms to the supervisor.
- Make sure your room roster or NAR identifies who was present or absent. Return the annotated room roster or NAR to the supervisor.

TASKS

Finish Up

- Check the testing room to make sure nothing has been left behind.
- Check that all USB flash drive formats have been returned to their packaging.
- Ensure that all temporary files are deleted from computers.
- Fill out an SIR if you encountered an irregularity.
- Include all materials from which you transferred answers with the used answer sheets when you return materials to the test supervisor.
- Complete and sign the *Testing Room Materials Report* form.
- Return the completed *Testing Room Materials Report* form, the NAR, and all test materials and forms to the test supervisor.

Appendix

Overview of Accommodated Timing and Breaks

	Section 1	Section 2	Section 3	Section 4	Total SAT
	Reading	Writing and Language	Math – No Calculator	Math– Calculator	
Script 1 Standard Time (Nonstandard Room)	65 minutes	35 minutes	25 minutes	55 minutes	3 hours, 15 minutes
	10 min. break		5 min. break		
Script 2 Standard Time with Extra Breaks	33 minutes	35 minutes	25 minutes	28 minutes	3 hours, 25 minutes
	5-min. break			5 min. break	
	32 minutes			27 minutes	
	5-min. break	5-min. break	5-min. break		
Script 3 50% Extended Time One-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	4 hours, 57 minutes
	5-min. break			5 min. break	
	49 minutes			41 minutes	
	5-min. break	5-min. break	5-min. break		
Script 4 100% Extended Time	65 minutes	70 minutes	50 minutes	55 minutes	6 hours, 20 minutes
	5-min. break			5 min. break	
	65 minutes			55 minutes	
	5-min. break	5-min. break	end Day 1		
Script 6 MP3 Audio Users	65 minutes	58 minutes	50 minutes	55 minutes	7 hours, 10 minutes
	5-min. break	5-min. break		5 min. break	
	65 minutes	57 minutes		55 minutes	
	5-min. break	end Day 1	5 min. break		

Timing That Requires Combined Scripts

TIMING THAT REQUIRES COMBINED SCRIPTS

	Section 1	Section 2	Section 3	Section 4	Total SAT – testing + breaks
	Reading	Writing and Language	Math – No Calculator	Math– Calculator	
Script 1 & 4 100% Extended Time for Math Only	SCRIPT 1		SCRIPT 4		4 hours, 45 minutes
	65 minutes	35 minutes	50 minutes	55 minutes	
				5 min. break	
	10 min. break	5-min. break	5 min. break	55 minutes	
Script 1 & 3 50% Extended Time for Math Only	SCRIPT 1		SCRIPT 3		4 hours, 6 minutes
	65 minutes	35 minutes	38 minutes	42 minutes	
				5 min. break	
	10 min. break	5 min. break	5 min. break	41 minutes	

Standard SAT Section Timing Chart— Nonstandard Administration

START AND STOP TIMES FOR STANDARD SECTIONS All times are “minutes after the hour.”

Start Time	Section 1	Section 2	Section 3	Section 4
	65-minutes	35-minutes	25-minutes	55-minutes
:00	:05	:35	:25	:55
:01	:06	:36	:26	:56
:02	:07	:37	:27	:57
:03	:08	:38	:28	:58
:04	:09	:39	:29	:59
:05	:10	:40	:30	:00
:06	:11	:41	:31	:01
:07	:12	:42	:32	:02
:08	:13	:43	:33	:03
:09	:14	:44	:34	:04
:10	:15	:45	:35	:05
:11	:16	:46	:36	:06
:12	:17	:47	:37	:07
:13	:18	:48	:38	:08
:14	:19	:49	:39	:09
:15	:20	:50	:40	:10
:16	:21	:51	:41	:11
:17	:22	:52	:42	:12
:18	:23	:53	:43	:13
:19	:24	:54	:44	:14
:20	:25	:55	:45	:15
:21	:26	:56	:46	:16
:22	:27	:57	:47	:17
:23	:28	:58	:48	:18
:24	:29	:59	:49	:19
:25	:30	:00	:50	:20
:26	:31	:01	:51	:21
:27	:32	:02	:52	:22
:28	:33	:03	:53	:23
:29	:34	:04	:54	:24
:30	:35	:05	:55	:25
:31	:36	:06	:56	:26
:32	:37	:07	:57	:27
:33	:38	:08	:58	:28
:34	:39	:09	:59	:29
:35	:40	:10	:00	:30
:36	:41	:11	:01	:31
:37	:42	:12	:02	:32
:38	:43	:13	:03	:33
:39	:44	:14	:04	:34
:40	:45	:15	:05	:35
:41	:46	:16	:06	:36
:42	:47	:17	:07	:37
:43	:48	:18	:08	:38
:44	:49	:19	:09	:39
:45	:50	:20	:10	:40
:46	:51	:21	:11	:41
:47	:52	:22	:12	:42
:48	:53	:23	:13	:43
:49	:54	:24	:14	:44
:50	:55	:25	:15	:45
:51	:56	:26	:16	:46
:52	:57	:27	:17	:47
:53	:58	:28	:18	:48
:54	:59	:29	:19	:49
:55	:00	:30	:20	:50
:56	:01	:31	:21	:51
:57	:02	:32	:22	:52
:58	:03	:33	:23	:53
:59	:04	:34	:24	:54

SAT Standard Section Timing Chart—with Extra Breaks

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS All times are “minutes after the hour.”

Start Time	Section 1		Section 2	Section 3	Section 4	
	65-minutes (33mins.–break–32mins.)		35-minutes	25-minutes	55-minutes (28mins.–break–27mins.)	
:00	:33	:32	:35	:25	:28	:27
:01	:34	:33	:36	:26	:29	:28
:02	:35	:34	:37	:27	:30	:29
:03	:36	:35	:38	:28	:31	:30
:04	:37	:36	:39	:29	:32	:31
:05	:38	:37	:40	:30	:33	:32
:06	:39	:38	:41	:31	:34	:33
:07	:40	:39	:42	:32	:35	:34
:08	:41	:40	:43	:33	:36	:35
:09	:42	:41	:44	:34	:37	:36
:10	:43	:42	:45	:35	:38	:37
:11	:44	:43	:46	:36	:39	:38
:12	:45	:44	:47	:37	:40	:39
:13	:46	:45	:48	:38	:41	:40
:14	:47	:46	:49	:39	:42	:41
:15	:48	:47	:50	:40	:43	:42
:16	:49	:48	:51	:41	:44	:43
:17	:50	:49	:52	:42	:45	:44
:18	:51	:50	:53	:43	:46	:45
:19	:52	:51	:54	:44	:47	:46
:20	:53	:52	:55	:45	:48	:47
:21	:54	:53	:56	:46	:49	:48
:22	:55	:54	:57	:47	:50	:49
:23	:56	:55	:58	:48	:51	:50
:24	:57	:56	:59	:49	:52	:51
:25	:58	:57	:00	:50	:53	:52
:26	:59	:58	:01	:51	:54	:53
:27	:00	:59	:02	:52	:55	:54
:28	:01	:00	:03	:53	:56	:55
:29	:02	:01	:04	:54	:57	:56
:30	:03	:02	:05	:55	:58	:57
:31	:04	:03	:06	:56	:59	:58
:32	:05	:04	:07	:57	:00	:59
:33	:06	:05	:08	:58	:01	:00
:34	:07	:06	:09	:59	:02	:01
:35	:08	:07	:10	:00	:03	:02
:36	:09	:08	:11	:01	:04	:03
:37	:10	:09	:12	:02	:05	:04
:38	:11	:10	:13	:03	:06	:05
:39	:12	:11	:14	:04	:07	:06
:40	:13	:12	:15	:05	:08	:07
:41	:14	:13	:16	:06	:09	:08
:42	:15	:14	:17	:07	:10	:09
:43	:16	:15	:18	:08	:11	:10
:44	:17	:16	:19	:09	:12	:11
:45	:18	:17	:20	:10	:13	:12
:46	:19	:18	:21	:11	:14	:13
:47	:20	:19	:22	:12	:15	:14
:48	:21	:20	:23	:13	:16	:15
:49	:22	:21	:24	:14	:17	:16
:50	:23	:22	:25	:15	:18	:17
:51	:24	:23	:26	:16	:19	:18
:52	:25	:24	:27	:17	:20	:19
:53	:26	:25	:28	:18	:21	:20
:54	:27	:26	:29	:19	:22	:21
:55	:28	:27	:30	:20	:23	:22
:56	:29	:28	:31	:21	:24	:23
:57	:30	:29	:32	:22	:25	:24
:58	:31	:30	:33	:23	:26	:25
:59	:32	:31	:34	:24	:27	:26

50% Extended Time SAT Section Timing Chart – One-Day Testing

START AND STOP TIMES FOR 50% EXTENDED TIME SECTION TIMING All times are “minutes after the hour.”

Start Time	Section 1		Section 2	Section 3	Section 4	
	98-minutes (49 mins.–break–49 mins.)		53-minutes	38-minutes	83-minutes (42 mins.–break –41 mins.)	
:00	:49	:49	:53	:38	:42	:41
:01	:50	:50	:54	:39	:43	:42
:02	:51	:51	:55	:40	:44	:43
:03	:52	:52	:56	:41	:45	:44
:04	:53	:53	:57	:42	:46	:45
:05	:54	:54	:58	:43	:47	:46
:06	:55	:55	:59	:44	:48	:47
:07	:56	:56	:00	:45	:49	:48
:08	:57	:57	:01	:46	:50	:49
:09	:58	:58	:02	:47	:51	:50
:10	:59	:59	:03	:48	:52	:51
:11	:00	:00	:04	:49	:53	:52
:12	:01	:01	:05	:50	:54	:53
:13	:02	:02	:06	:51	:55	:54
:14	:03	:03	:07	:52	:56	:55
:15	:04	:04	:08	:53	:57	:56
:16	:05	:05	:09	:54	:58	:57
:17	:06	:06	:10	:55	:59	:58
:18	:07	:07	:11	:56	:00	:59
:19	:08	:08	:12	:57	:01	:00
:20	:09	:09	:13	:58	:02	:01
:21	:10	:10	:14	:59	:03	:02
:22	:11	:11	:15	:00	:04	:03
:23	:12	:12	:16	:01	:05	:04
:24	:13	:13	:17	:02	:06	:05
:25	:14	:14	:18	:03	:07	:06
:26	:15	:15	:19	:04	:08	:07
:27	:16	:16	:20	:05	:09	:08
:28	:17	:17	:21	:06	:10	:09
:29	:18	:18	:22	:07	:11	:10
:30	:19	:19	:23	:08	:12	:11
:31	:20	:20	:24	:09	:13	:12
:32	:21	:21	:25	:10	:14	:13
:33	:22	:22	:26	:11	:15	:14
:34	:23	:23	:27	:12	:16	:15
:35	:24	:24	:28	:13	:17	:16
:36	:25	:25	:29	:14	:18	:17
:37	:26	:26	:30	:15	:19	:18
:38	:27	:27	:31	:16	:20	:19
:39	:28	:28	:32	:17	:21	:20
:40	:29	:29	:33	:18	:22	:21
:41	:30	:30	:34	:19	:23	:22
:42	:31	:31	:35	:20	:24	:23
:43	:32	:32	:36	:21	:25	:24
:44	:33	:33	:37	:22	:26	:25
:45	:34	:34	:38	:23	:27	:26
:46	:35	:35	:39	:24	:28	:27
:47	:36	:36	:40	:25	:29	:28
:48	:37	:37	:41	:26	:30	:29
:49	:38	:38	:42	:27	:31	:30
:50	:39	:39	:43	:28	:32	:31
:51	:40	:40	:44	:29	:33	:32
:52	:41	:41	:45	:30	:34	:33
:53	:42	:42	:46	:31	:35	:34
:54	:43	:43	:47	:32	:36	:35
:55	:44	:44	:48	:33	:37	:36
:56	:45	:45	:49	:34	:38	:37
:57	:46	:46	:50	:35	:39	:38
:58	:47	:47	:51	:36	:40	:39
:59	:48	:48	:52	:37	:41	:40

100% Extended Time SAT Section Timing Chart

START AND STOP TIMES FOR 100% EXTENDED TIME SECTION *All times are “minutes after the hour.”*

Start Time	Section 1		Section 2	Section 3	Section 4	
	130-minutes (65 mins.–break–65 mins.)		70-minutes	50-minutes	110-minutes (55 mins.–break –55 mins.)	
:00	:05	:05	:10	:50	:55	:55
:01	:06	:06	:11	:51	:56	:56
:02	:07	:07	:12	:52	:57	:57
:03	:08	:08	:13	:53	:58	:58
:04	:09	:09	:14	:54	:59	:59
:05	:10	:10	:15	:55	:00	:00
:06	:11	:11	:16	:56	:01	:01
:07	:12	:12	:17	:57	:02	:02
:08	:13	:13	:18	:58	:03	:03
:09	:14	:14	:19	:59	:04	:04
:10	:15	:15	:20	:00	:05	:05
:11	:16	:16	:21	:01	:06	:06
:12	:17	:17	:22	:02	:07	:07
:13	:18	:18	:23	:03	:08	:08
:14	:19	:19	:24	:04	:09	:09
:15	:20	:20	:25	:05	:10	:10
:16	:21	:21	:26	:06	:11	:11
:17	:22	:22	:27	:07	:12	:12
:18	:23	:23	:28	:08	:13	:13
:19	:24	:24	:29	:09	:14	:14
:20	:25	:25	:30	:10	:15	:15
:21	:26	:26	:31	:11	:16	:16
:22	:27	:27	:32	:12	:17	:17
:23	:28	:28	:33	:13	:18	:18
:24	:29	:29	:34	:14	:19	:19
:25	:30	:30	:35	:15	:20	:20
:26	:31	:31	:36	:16	:21	:21
:27	:32	:32	:37	:17	:22	:22
:28	:33	:33	:38	:18	:23	:23
:29	:34	:34	:39	:19	:24	:24
:30	:35	:35	:40	:20	:25	:25
:31	:36	:36	:41	:21	:26	:26
:32	:37	:37	:42	:22	:27	:27
:33	:38	:38	:43	:23	:28	:28
:34	:39	:39	:44	:24	:29	:29
:35	:40	:40	:45	:25	:30	:30
:36	:41	:41	:46	:26	:31	:31
:37	:42	:42	:47	:27	:32	:32
:38	:43	:43	:48	:28	:33	:33
:39	:44	:44	:49	:29	:34	:34
:40	:45	:45	:50	:30	:35	:35
:41	:46	:46	:51	:31	:36	:36
:42	:47	:47	:52	:32	:37	:37
:43	:48	:48	:53	:33	:38	:38
:44	:49	:49	:54	:34	:39	:39
:45	:50	:50	:55	:35	:40	:40
:46	:51	:51	:56	:36	:41	:41
:47	:52	:52	:57	:37	:42	:42
:48	:53	:53	:58	:38	:43	:43
:49	:54	:54	:59	:39	:44	:44
:50	:55	:55	:00	:40	:45	:45
:51	:56	:56	:01	:41	:46	:46
:52	:57	:57	:02	:42	:47	:47
:53	:58	:58	:03	:43	:48	:48
:54	:59	:59	:04	:44	:49	:49
:55	:00	:00	:05	:45	:50	:50
:56	:01	:01	:06	:46	:51	:51
:57	:02	:02	:07	:47	:52	:52
:58	:03	:03	:08	:48	:53	:53
:59	:04	:04	:09	:49	:54	:54

MP3 Audio Format SAT Section Timing Chart

START AND STOP TIMES FOR MP3 AUDIO SECTION <i>All times are “minutes after the hour.”</i>							
Start Time	Section 1		Section 2		Section 3	Section 4	
	130-minute (65 mins.–break–65 mins.)		115-minute (58 mins.–break–57 mins.)		50-minute	110-minutes (55 mins.–break–55 mins.)	
:00	:05	:05	:58	:57	:50	:55	:55
:01	:06	:06	:59	:58	:51	:56	:56
:02	:07	:07	:00	:59	:52	:57	:57
:03	:08	:08	:01	:00	:53	:58	:58
:04	:09	:09	:02	:01	:54	:59	:59
:05	:10	:10	:03	:02	:55	:00	:00
:06	:11	:11	:04	:03	:56	:01	:01
:07	:12	:12	:05	:04	:57	:02	:02
:08	:13	:13	:06	:05	:58	:03	:03
:09	:14	:14	:07	:06	:59	:04	:04
:10	:15	:15	:08	:07	:00	:05	:05
:11	:16	:16	:09	:08	:01	:06	:06
:12	:17	:17	:10	:09	:02	:07	:07
:13	:18	:18	:11	:10	:03	:08	:08
:14	:19	:19	:12	:11	:04	:09	:09
:15	:20	:20	:13	:12	:05	:10	:10
:16	:21	:21	:14	:13	:06	:11	:11
:17	:22	:22	:15	:14	:07	:12	:12
:18	:23	:23	:16	:15	:08	:13	:13
:19	:24	:24	:17	:16	:09	:14	:14
:20	:25	:25	:18	:17	:10	:15	:15
:21	:26	:26	:19	:18	:11	:16	:16
:22	:27	:27	:20	:19	:12	:17	:17
:23	:28	:28	:21	:20	:13	:18	:18
:24	:29	:29	:22	:21	:14	:19	:19
:25	:30	:30	:23	:22	:15	:20	:20
:26	:31	:31	:24	:23	:16	:21	:21
:27	:32	:32	:25	:24	:17	:22	:22
:28	:33	:33	:26	:25	:18	:23	:23
:29	:34	:34	:27	:26	:19	:24	:24
:30	:35	:35	:28	:27	:20	:25	:25
:31	:36	:36	:29	:28	:21	:26	:26
:32	:37	:37	:30	:29	:22	:27	:27
:33	:38	:38	:31	:30	:23	:28	:28
:34	:39	:39	:32	:31	:24	:29	:29
:35	:40	:40	:33	:32	:25	:30	:30
:36	:41	:41	:34	:33	:26	:31	:31
:37	:42	:42	:35	:34	:27	:32	:32
:38	:43	:43	:36	:35	:28	:33	:33
:39	:44	:44	:37	:36	:29	:34	:34
:40	:45	:45	:38	:37	:30	:35	:35
:41	:46	:46	:39	:38	:31	:36	:36
:42	:47	:47	:40	:39	:32	:37	:37
:43	:48	:48	:41	:40	:33	:38	:38
:44	:49	:49	:42	:41	:34	:39	:39
:45	:50	:50	:43	:42	:35	:40	:40
:46	:51	:51	:44	:43	:36	:41	:41
:47	:52	:52	:45	:44	:37	:42	:42
:48	:53	:53	:46	:45	:38	:43	:43
:49	:54	:54	:47	:46	:39	:44	:44
:50	:55	:55	:48	:47	:40	:45	:45
:51	:56	:56	:49	:48	:41	:46	:46
:52	:57	:57	:50	:49	:42	:47	:47
:53	:58	:58	:51	:50	:43	:48	:48
:54	:59	:59	:52	:51	:44	:49	:49
:55	:00	:00	:53	:52	:45	:50	:50
:56	:01	:01	:54	:53	:46	:51	:51
:57	:02	:02	:55	:54	:47	:52	:52
:58	:03	:03	:56	:55	:48	:53	:53
:59	:04	:04	:57	:56	:49	:54	:54

Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a listing of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a listing of students with accommodations who will complete testing during the accommodated testing window. Any students with SAAs who will test during the accommodated testing window will be listed last. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing one of these groups of accommodated test takers.

Test Date: March 21, 2018

SECTION 1 – STUDENTS WHO MUST COMPLETE TESTING ON THE PRIMARY TEST DATE: MARCH 21, 2018

Instructions:

- Identify which testing rooms students will be assigned to before the test day. Assign a code to each of these test rooms.
- Student with the same testing group can be tested together. Be sure to place students with different testing groups into separate rooms.
- Write in the testing room code and associate supervisor assigned to each student/group.
- On test day, mark an "X" next to any student who is absent.
- Test Scripts are located in your **SAT School Day Manual for Accommodated Testing**. All staff will **BEGIN** reading from the section labeled "SAT Scripts for Testing Accommodate Students" and then **PROGRESS** to the script name listed for each student on your roster.
- Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

Testing Group	Last Name, First Name (Mark X if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Test Room Code and Associate Supervisor
T2	Smith, Jaslee SSD #0007025798	Extra Breaks Between Test Sections, Large Print Test Book – 14 point	SAT	Purple	One Day	Script 2	
T2	Szymanski, Ella SSD #0007025799	Extra Breaks Between Test Sections	SAT	Purple	One Day	Script 2	

Sample Nonstandard Test Day Schedule

(Times are approximate—extended times shown are for reading, which applies to the entire test.)

EXAMPLE OF A NONSTANDARD TEST DAY SCHEDULE

Time	Task	Time	Task
6:45 a.m.	Staff reporting time and facility preparation.	8–8:30 a.m.	Distribute materials and read preliminary instructions.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.	8:30 a.m.	Begin testing.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.	11:45 a.m.	Testing ends for standard time.
7:30 a.m.	Students report to the designated assembly area.	12:55 p.m.	First day of testing ends after Section 3 for 100% extended time (reading) administration.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).	1:30 p.m.	Testing ends for 50% extended time (reading) administration.
8 a.m.	Close testing room doors.	2nd Day	Start testing at 8 a.m., resuming with Section 4.
		10 a.m.	Testing ends for most 100% extended time administrations.

Acceptable Calculators

For the Math Test – Calculator section of the SAT, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted. This list is not exhaustive.

IMPORTANT: Contact CSDE if you are unsure if a calculator is acceptable.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	FX-9860 series
FX-6200 series	CFX-9800 series
FX-6300 series	CFX-9850 series
FX-6500 series	CFX-9950 series
FX-7000 series	CFX-9970 series
FX-7300 series	FX 1.0 series
FX-7400 series	Algebra FX 2.0 series
FX-7500 series	FX-CG-10 (PRIZM)
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-500 (Use of the stylus is not permitted.)
FX-8000 series	
FX-8500 series	Graph25 series
FX-8700 series	Graph35 series
FX-8800 series	Graph75 series
FX-9700 series	Graph95 series
FX-9750 series	Graph100 series

HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

RADIO SHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	Smart2
Micronta	

SHARP

EL-5200	EL-9600 series (Use of the stylus is not permitted.)
EL-9200 series	
EL-9300 series	EL-9900 series

TEXAS INSTRUMENTS

TI-73	TI-84 Plus CE-T
TI-80	TI-84 Plus T TI-85
TI-81	TI-86 TI-89
TI-82	TI-89 Titanium
TI-83/TI-83 Plus	TI-Nspire
TI-83 Plus Silver	TI-Nspire CM-C
TI-84 Plus	CAS TI-Nspire CAS
TI-84 Plus CE	TI-Nspire CX
TI-84 Plus Silver	TI-Nspire CX CAS
TI-84 Plus C Silver	TI-Nspire CX-C CAS

Unacceptable Calculators

Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

- Models that have a typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

Photo ID Requirements

If you're asked to test students who are unfamiliar to you, they must present acceptable photo identification.

Acceptable IDs

ID Requirements

- Be a valid (unexpired) photo identification that is government issued or issued by the school that the student currently attends. (A school ID from 2016-17 is only valid through December 31, 2017, and cannot be accepted for spring 2018 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full name.
- Bear a recent recognizable photo that clearly matches the student's appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.
- Black and white photos are acceptable.

Examples of Acceptable ID

- Government-issued driver's license or nondriver ID card
- Official school-produced student ID card from the school student currently attends
- Government-issued passport
- Government-issued military or national ID card

- SAT School Day Student ID form, available under "Educator Downloads" at sat.org/school-day (must be prepared by the school the student currently attends or by a notary, if homeschooled).

Unacceptable IDs

Types of Identification to Reject

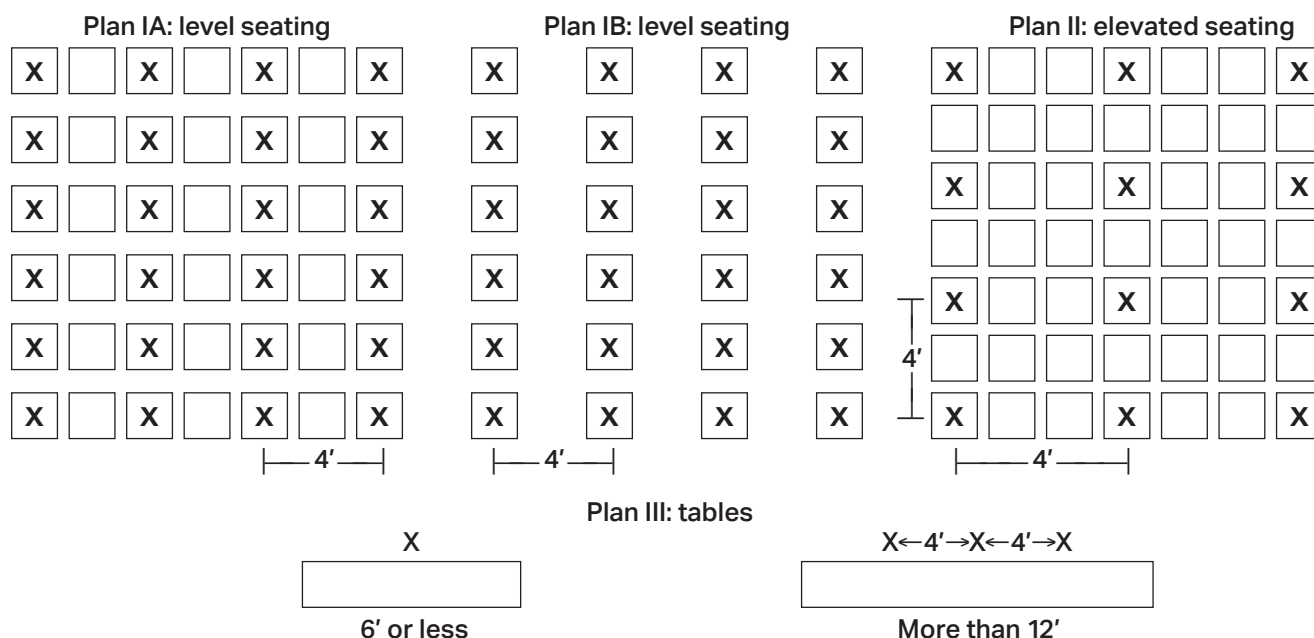
- Any document that doesn't conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card






Sample Seating Plans


The following sample plans show how to configure seating in various situations.





Irregularity Chart

How to handle irregularities




Irregularity	What you should do	How to fill out the SIR
Test Site Issues		
Test site closing/ cancellation of testing  Call CSDE immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> ▪ Notify your principal or district. ▪ Notify campus/building security. ▪ Notify students of the cancellation. ▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. ▪ Order makeup materials as soon as possible. 	Explain circumstances and impact of issue and section(s) affected. Bubble Page 1, Section 6—"Disturbance/Interruption." Include a list of students affected.
Interruption  Call CSDE immediately whether resolved or not.	<ul style="list-style-type: none"> ▪ Provide clear instructions for student safety. ▪ Direct students not to talk or use electronic devices. ▪ Collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave. ▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers. ▪ If you're able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given. ▪ If testing must be canceled: <ul style="list-style-type: none"> – Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. – Order makeup materials as soon as possible. – Notify students that they will take a makeup test. 	Note the source, length, and impact of the interruption and the section(s) affected. Bubble Page 1, Section 6—"Disturbance/Interruption." Fill in the number of affected students in 6a and the testing room code in box 6b. If the entire school is affected, note this in the "Comments"; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes.
Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing  Call OTI immediately.	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the Shipping Notice.	Note any such irregularity. Bubble Page 1, Section 6—"Missing materials."
Missing materials during testing  Call CSDE immediately.	<ul style="list-style-type: none"> ▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Do not allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, put proctor in charge of the testing room and contact supervisor. 	Bubble Page 1, Section 6—"Missing materials." In the "Comments" section, note the serial number of any missing test books.
Missing test book after testing  Call CSDE immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials."


Irregularity	What you should do	How to fill out the SIR
Insufficient number of answer sheets  Call School Day Support immediately.	If students are unable to test because of insufficient answer sheets, the supervisor must treat them as absent and order makeup materials for them.	No SIR is needed.
Defective answer sheet	<ul style="list-style-type: none"> Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question. <ul style="list-style-type: none"> If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration. After testing is over, have the student complete their school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together. Return with other used answer sheets. If an extra answer sheet is not available, follow the procedures under “Insufficient Number of Answer Sheets.” 	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR. Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose “Other” and describe in the Comments section on page 3.
Defective test book	<ul style="list-style-type: none"> Replace the defective book if you have an extra book with the same cover that doesn’t have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet. If the test book can’t be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration. On front cover of the test book, print “Defective” and identify error, school number, and location and nature of defect. 	Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the SIR. Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose “Other” and describe.
Admission/Identification Issues		
Student changing from standard to accommodated administration	When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office: <ul style="list-style-type: none"> Mark the student as moved on the standard room list. Add the student to the NAR and note their SSD eligibility number. Write a note to the associate supervisor of the room you’re moving the student to. They should add the student to the room roster. Return the student’s answer sheet in the white Accommodated Testing Envelope. 	No SIR is needed.

Irregularity	What you should do	How to fill out the SIR
Student sent to wrong room  Call CSDE immediately.	<ul style="list-style-type: none"> Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity. If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given later in this chart. 	Explain the reason for the change. Bubble Page 2, Section 7b Student Errors/Issue—"Student seated in wrong room."
Security Violations/Student Misconduct		
Observed misconduct  Call CSDE immediately.	If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing: <ul style="list-style-type: none"> Note the student's name. Collect the test book and answer sheet, notify the supervisor, and dismiss the student into their custody. Do not readmit the student to the testing room. On the front of the test book, note the student's name and write "Attempted to impersonate," "Attempted theft of test book," or "Left building," as appropriate. If pages are missing or damaged, indicate which pages on the SIR. 	Attach test book to SIR. Provide the student's name. Bubble Page 2, Section 7b Student Errors/Issue—"Student removed or attempted to remove test materials," or "Student impersonated another student," or "Student left early/left without permission." Note test book serial number, and if applicable, pages and sections.
Test book misuse/working on the wrong section	If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time: <ul style="list-style-type: none"> Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. If behavior continues, collect the test book and answer sheet. Notify the supervisor and dismiss the student. Do not readmit the student to the testing room. On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate. Return answer sheets with other used answer sheets. 	Note the section(s) affected, and attach the test book. Provide the student's name. Bubble Page 2, Section 7b Student Errors/Issue—"Student worked after time called," or "Student worked on wrong section" or "Student obtained improper access to test/part of test." Note the duration of the violation under "Minutes," if applicable.

Irregularity	What you should do	How to fill out the SIR
<p>Noises made by or use of prohibited electronic devices, including:</p> <ul style="list-style-type: none"> Mobile phones, smartphones Cameras, scanners Laptops, tablets, iPods, MP3 players, wearable technology Separate timers <p>Medical devices, such as insulin pumps (without mobile phones), are allowed with an approved accommodation.</p> <p>Epinephrine auto-injectors (e.g., EpiPens) are allowed for any student who needs them. They must be placed in a clear bag and stored under the desk.</p> <p>Follow your district's policies regarding the administration of EpiPens.</p>	<p>If a student's prohibited device makes noise or if the student is observed using any prohibited electronic device in the testing room or during a break:</p> <ul style="list-style-type: none"> Tell the student to turn it off and hand it to you immediately. Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned. If test content is detected on the device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content. Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room. On the front of the test book, note the student's name and write "Prohibited electronic device." <p>Supervisor: If you have any suspicion that the device was used to share test information, immediately call CSDE while the student is still in your charge.</p>	<p>Note that the device made noise or was in use. Attach the test book to the SIR. Provide the student's name.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student used a mobile phone or prohibited device, or it made noise."</p>
<p>Calculator misuse/prohibited aids, including:</p> <ul style="list-style-type: none"> Pens, highlighters, or mechanical or colored pencils Books, dictionary, or references Compass, ruler, protractor, or cutting device Scratch paper or notes Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features <p>(Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</p> <ul style="list-style-type: none"> If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures earlier under "Noises made by or use of prohibited electronic devices." Warn the student individually to stop use of the prohibited aid. Tell the student that a subsequent violation will be grounds for dismissal. If the student continues, collect the test book and answer sheet and dismiss the student. On the front cover of the test book, note the student's name and write "Prohibited item." 	<p>Attach the test book to the SIR. Provide the student's name.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student used an unauthorized aid."</p> <p>For students using a calculator on a non-calculator section, bubble Page 2 Section 7b Student Errors/Issue—"Student used calculator on a non-calculator section."</p>

Irregularity	What you should do	How to fill out the SIR
Refusal to follow instructions If behavior is caused by an uncontrollable manifestation of a disability, call CSDE for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a phone without permission: <ul style="list-style-type: none"> ▪ If the student is using an electronic device to share information or test content, tell them to hand it to you immediately. ▪ Inform the student that you must write up the incident and that their scores will be invalidated. ▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room. ▪ On the front of the test book, note the student's name and write "Refusing to follow instructions." ▪ If test content is detected on a device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content. ▪ The supervisor should keep the student in their custody until they have spoken to a representative. 	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR. Bubble Page 2, Section 7b Student Errors/Issue—"Student failed to follow test administration regulations," or "Student gave or received help." If a student shared an answer key and you were able to obtain the document, make a copy of it, along with the SIR for your records. Attach the original document to the SIR for return with test materials.
Misadministration		
Accommodations given that were not approved	<ul style="list-style-type: none"> ▪ Stop testing and collect the student's test materials and answer sheet. ▪ Advise the student that they received accommodations that were not approved and the school will contact them about a makeup. ▪ The supervisor must order makeup materials. ▪ Dismiss the student. ▪ The student is eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. 	Provide the student's name. Note accommodation given and actions taken. Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."
Approved accommodations not given	<ul style="list-style-type: none"> ▪ Advise the student that their approved accommodations were inadvertently not provided. ▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing. ▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options. ▪ The student may be eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call immediately to request materials. 	Provide the student's name. Note accommodation not given and actions taken. On Page 2, Section 7a Student Information, indicate whether student completed testing or not. Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."

Irregularity	What you should do	How to fill out the SIR
Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions  Call CSDE if guidance is needed or the problem can't be resolved.	<p>If possible, reduce or eliminate the source of disturbance or move the students.</p> <p>If testing must be interrupted:</p> <ul style="list-style-type: none"> Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted. If evacuation is required, refer to “Interruption” earlier in this Irregularity Chart. Note stop time and inform students that the testing time will be adjusted. Once testing resumes, adjust testing time. Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected. If you were unable to resume testing, follow the instructions under “Interruption” earlier in this Irregularity Chart. 	<p>Note the length and impact of the disturbance.</p> <p>Bubble Page 1, Section 6—“Disturbance/Interruption.” Fill in the number of affected students in 6a and the testing room code in box 6b. If no testing room code is available, list the individual students and their answer sheet litho codes.</p>
Undertiming  Call CSDE.	<ul style="list-style-type: none"> Permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students. Allow the full testing time for unaffected sections. Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. 	<p>Note the section(s) affected and length of timing discrepancy.</p> <p>Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b Student Errors/Issue—“Test Was Undertimed” (for an individual).</p>
Overtiming  Call CSDE.	<ul style="list-style-type: none"> Make no adjustment. Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. 	<p>Note the section(s) affected and length of timing discrepancy.</p> <p>Bubble Page 1, Section 6 “Overtiming” (for a group), or Page 2, Section 7b Student Errors/Issue—“Test was overtimed” (for an individual). Complete the “Comments” section and student information, and sign.</p>
Testing staff issues If staff actions potentially have caused a misadministration (such as use of incorrect materials),	<p>In the case of distracting behavior, incorrect directions, or incorrect materials, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test supervisor will determine next steps.</p>	<p>Note the impact of the issue and the section(s) affected.</p> <p>Bubble Page 1, Section 6 for group irregularities—choose correct issue from list, or Page 2, Section 7b—“Test Delivery Issue” for individual irregularities, choose correct issue from list. Complete the “Comments” and the student information and sign.</p>

Irregularity	What you should do	How to fill out the SIR
Student Issues		
Excessive breaks This irregularity does not apply to students approved for “breaks as needed.”  Call CSDE if there is a security concern.	<ul style="list-style-type: none"> Ask the student the reason for excessive breaks (Is the student ill?). If the student is ill, follow the instructions under “Illness.” Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time. Have the room or hall proctor check where the student is going during breaks. 	Note the student’s name. Bubble Page 2, Section 7b Other Issue—“Other.”
Illness	<ul style="list-style-type: none"> Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time. If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before the start of the first test section.) If the student cancels their scores, you may order makeup testing materials, counting the student as an “absentee.” If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible. 	Note length of absence, the student name(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.” Also bubble Page2, Section 7a “Did student complete testing?” (Yes or No).
Using pen or wrong type of pencil	If you see anyone using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn’t be dismissed from testing if they use a mechanical pencil.	Explain the circumstances fully on the SIR. Note section(s) affected . Bubble Page 2, Section 7b Student Errors/Issue—“Student used an unauthorized aid.”
Answers placed incorrectly on answer sheets	<ul style="list-style-type: none"> Provide a new answer sheet associated with that type of testing (e.g., essay or nonessay) if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. If no extra answer sheets are available, follow the procedures under “Insufficient Number of Answer Sheets” earlier in this chart. Tell the student to print their name on the new answer sheet, then continue in the appropriate place. After the test is over, have the student complete their name (1), school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Clip answer sheets together. 	Provide the student’s name on the SIR. Bubble Page 2, Section 7b Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”

Irregularity	What you should do	How to fill out the SIR
Answers written in test book, but not recorded on answer sheet This irregularity does not apply to students approved for “writing answers in test book.”	<ul style="list-style-type: none"> ▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded. ▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel. 	Note the reason why the student wrote the answers in the test book on the SIR. Attach the test book to the SIR. Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”
Answer sheet left blank or completely erased	<ul style="list-style-type: none"> ▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it. ▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test. ▪ If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. ▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing. 	Explain the circumstances fully. Note the student’s name. Bubble Page 2, Section 7b Student Errors/Issue—“Student failed to follow test administration regulations.”
Calculator malfunction	<ul style="list-style-type: none"> ▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time. ▪ If the student decides to cancel, inform the student that their scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student’s chosen colleges or scholarship organizations. ▪ Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The associate supervisor must also sign. 	Document the malfunction on the Supervisor’s Irregularity Report. Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”
Test question ambiguity	Report the type of question ambiguity.	Add any student information if possible on the SIR, as full a description as possible, and your contact information. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 11, “Comments.”

Sample Supervisor's Irregularity Report (SIR)

IMPORTANT: This sample may not match your testing room or your school's test date.

SAT SCHOOL DAY SUPERVISOR'S IRREGULARITY REPORT (SIR)

1. GENERAL INSTRUCTIONS TO SUPERVISOR: Form 1 of 1

Refer to the Irregularities Chart in your manual for when to use this form and when to call the School Day support line. **IMPORTANT: Call the School Day support line in your manual immediately if test materials are missing or damaged.** Report each irregularity on a separate SIR, and return all SIRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign the form in section 10.
- Attach (but do NOT staple) any defective materials to the SIR.
- As a last step, on each form, fill in "Form ___ of ___" (e.g., "1 of 3") at the top of this box.

2. Testing Start Date

Month	Day	Year
Jan	0	0
Feb	0	0
Mar	2	1
Apr	0	0
May	0	0
Jun	0	0
Jul	0	0
Aug	0	0
Sep	0	0
Oct	0	0
Nov	0	0
Dec	0	0

Fill in the circle for the month, then print and fill in the day and year on which testing actually occurred.

3. PROGRAM ☒ SAT* ☐ Standard ☐ Nonstandard Room Number 208

Indicate the type of testing room and room number:

4. SCHOOL INFORMATION:

School/Institution Name and Address:

Name: Home Town High School

Address: 200 Main Street

City: Home Town

State/Province: ST

Postal Code: 12345

Country: U. S. A.

4a. School Code

9	9	9	9	9	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Print and fill in your 6-digit school code from left to right.

4b. Scheduled Administration Date

Fill in the circle for the scheduled administration date.

☐ March 7, 2018
☒ March 21, 2018
☐ April 10, 2018
☐ April 24, 2018

4c. Test Center Code

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Complete ONLY if assigned a test center code for SAT School Day testing in 2017–18.

5. TEST BOOK INFORMATION:

SAT ☐ SAT with Essay ☐ Test ID Form Code Test Book Serial Number

Test Section

6. GROUP IRREGULARITIES INFORMATION:

Fill in the circle in front of each case that applies.

Write the names of involved students on the last page of the SIR.

To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call the School Day support line immediately in such situations.

Use the COMMENTS section on page 3 to describe the events and actions taken.

Round up for overtimings and undertimings. For example, for 2.5 minutes you should fill in the circle for 3–4 minutes.

Did group complete testing? ☐ Yes ☐ No

Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.

6a. Number of Affected Students

0	0	3	1
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

6b. Testing Room Code

0	9	0
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

☐ Overtiming: ☐ 1–2 minutes ☐ 3–4 minutes ☐ 5–7 minutes ☐ 8 minutes or more

☐ Undertiming: ☐ 1–2 minutes ☐ 3–4 minutes ☐ 5–7 minutes ☐ 8 minutes or more

☐ Defective/incorrect materials ☐ Staff gave incorrect, unapproved, or no accommodations

☒ Disturbance/interruption ☐ Staff gave incorrect instructions

☐ Missing materials ☐ Staff did not give breaks

☐ Test center environment issue ☐ Staff did not announce remaining time

☐ Staff behavior was distracting ☐ Testing started late. Time testing started: _____

☐ Staff distributed incorrect material ☐ Test materials were distributed/collected incorrectly

☐ Staff seated students in wrong room ☐ Other: _____

☐ Staff did not post signs or directions

DO NOT WRITE IN THIS AREA

Page 1

8. TEST QUESTION AMBIGUITY INFORMATION:

Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe the student's concerns.

☐ No correct answer ☐ Wording is ambiguous ☐ Other: _____

☐ More than one correct answer ☐ Not enough information to answer question

Student's Name: _____

Student's Email Address: _____

Student's Mailing Address: _____

Test Book Serial #: _____ Test Section #: _____ Test Question #: _____

Page 2

9. COMMENTS:

Fully describe the irregularity or student's concern and any action(s) taken. List the test type (SAT or SAT with Essay).

Student had a nosebleed. Proctor escorted her to supervisor. She returned in 10 minutes.

List of students attached.

10. SCHOOL STAFF CONTACT INFORMATION:

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. Do not provide student information.

Staff Member Name: *Mary Proctor*

Email Address: *mproctor@hometownhs.edu*

Phone #: *311-555-1212* Mobile Phone #: _____

Staff Member Signature: *Mary Proctor*

Supervisor Signature: *David Supervisor*

Page 3

Q4538/3

ETS USE ONLY

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

798847

DO NOT WRITE IN THIS AREA

Page 4

Q4528/4

Testing Room Materials Report for SAT School Day Testing

Directions for Test Supervisor:

- Before issuing materials to the associate supervisor, fill in blocks 1, 2, and 3.
- If necessary, remove the completed form from the back of the manual when the associate supervisor returns it to you.
- Enclose all copies of this form in the supervisor's GRAY envelope and return with used answer sheets.

Directions for Associate Supervisor:

- Complete the seating chart on the back of this form in Part B to record how test books were distributed in the room.
- At the end of testing: Complete all information on the front of this form in Part A (blocks 4, 5, and 6) and sign it in block 1.
- Return this report, including any additional seating charts (for sections of a large room), to the test supervisor.

1 TESTING ROOM INFORMATION

Test Date: _____ 6-digit School (AI) Code: _____

Room Number: _____ Room Type: ☐ Standard ☐ Accommodated

Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.

Associate Supervisor: _____
Name (please print) Signature

Part A: Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
Total number of books received :			_____ to _____ _____ to _____ _____ to _____
3	ESSAY BOOKS RECEIVED (IF ANY)	QUANTITY	
Total number of Essay books received :			
4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
Used test books returned :			_____ to _____ _____ to _____ _____ to _____
Unused test books returned :			_____ to _____ _____ to _____ _____ to _____
Total number of test books returned :			
5	USED ANSWER SHEETS RETURNED	QUANTITY	
Total number of <i>used</i> answer sheets returned :			
6	ESSAY BOOKS RETURNED (IF ANY)	QUANTITY	
Used Essay books returned :			
Unused Essay books returned :			
Total number of Essay books returned :			

Part B: Distribution of Test Materials

You or a proctor should use the chart below to indicate how test books were distributed to students seated in your testing room. Do not record distribution (if any) of Essay books.

Print the name of the person completing the seating chart below, along with the 6-digit school code and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name _____

School Code _____

Date _____

Seating Chart for Room # _____

Page _____ of _____

- For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the student's name or initials.
- For each row, draw directional arrows to indicate the direction in which the books were distributed.
- Cross out any unused seats.
- Indicate the location of the entrance doors.

The sample seating chart is a grid of 10 rows and 10 columns. The top row is labeled 'REAR' and the bottom row is labeled 'Front'. The left side is labeled 'Students face this direction'. The right side is labeled 'Room entrance'. The grid contains serial numbers in some seats, directional arrows in some rows, and a crossed-out seat in the third row, fourth column. The serial numbers are: Row 3: 137684, 137685, 137693, 137694, 137703; Row 4: 137683, 137686, 137695, 137702; Row 5: 137682, 137687, 137692, 137696, 137701; Row 6: 137681, 137688, 137691, 137697, 137700; Row 7: 137680, 137689, 137690, 137698, 137699.

Sample Seating Chart

- If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which they were moved. Complete a Supervisor's Irregularity Report explaining the reason for the change.

The blank seating chart is a grid of 10 rows and 10 columns. The top row is labeled 'REAR' and the bottom row is labeled 'Front'. The bottom row is also labeled 'Students face this direction'. The grid is empty for recording test book distribution.

